DOCUMENT RESUME

ED 132 216 UD 016 571

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TITLE Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September, 1975- August, 1976.
INSTITUTION Wichita Unified School District 259, Kans.
SPONS AGENCY Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.
BUREAU NO BR-7-6030
PUB DATE Jul 76
NOTE 136p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Annual Reports; Basic Skills; Delinquent Rehabilitation; Elementary Schools; Elementary Secondary Education; *Institutionalized Persons; Mathematics Instruction; *Parent Education; *Preschool Education; *Program Evaluation; Reading Programs; *Remedial Instruction; Summer Programs; Tuition Grants; Urban Education
IDENTIFIERS *Elementary Secondary Education Act Title I; ESEA Title I; *Kansas (Wichita)

ABSTRACT

During the 1965-76 school year, ESEA Title I programs in Wichita, Kansas were conducted in 20 Title I target elementary schools and 52 extended service elementary schools. Programs included corrective reading, mathematics, and preschool components. There were also small but important programs for children in the neglected and delinquent institutions. A parent education component was implemented. In the 1975 summer session, the main areas of reading and mathematics were emphasized with additional inputs into the institutions and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships. Five thousand six hundred and two pupils were involved in regular year programs. There were 3048 pupils in corrective reading with 2454 in mathematics, some of whom may have been in both programs. Seventy-six percent of the pupils met or exceeded the stated major performance for reading that pupils should gain .8 of a month on the California Reading Test for each month of instruction. Fifty-five percent of 2,054 pupils with pretest and posttest scores met the mathematics performance objectives on posttests. These objectives were measured by criterion referenced basic skills tests. (Author/JM)

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WICHITA PUBLIC SCHOOLS
Unified School District #259
Dr. Alvin E. Morris, Superintendent

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# ESEA TITLE I EVALUATION REPORT

# PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1975, - August, 1976

Project Number 76030

Submitted to the
Kansas State Department of Public Instruction
ESEA Title I

UD016571

Prepared by
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Department of Program Evaluation

Research, Planning, and Development Services Division
Dr. A. W. Dirks, Director

July, 1976

# SUMMARY OF ESEA TITLE I EVALUATION REPORT, 1975-76

The thrust of Title I, ESEA began in Wichita in the spring of 1966, thus the 1975-76 school year completed ten full years of service in the area of compensatory education to disadvantaged youth. After an initial, large scale needs assessment was conducted in 1965 prior to Wichita's entry into Title I, activities were designed to reach a large number of children of all grade levels in more than one-third of the district's schools. Activities were global in nature, offering a wide range of experiences from art and music to cultural enrichment, from reading to mathematics, from counseling to health services and others. Since that time, because of increased emphasis on basic skills improvement, and because of changes in funding regulations the project has evolved to one which now serves pupils mainly in the areas of reading, mathematics, and preschool. Delivery of service has become more concentrated with fewer schools identified as Title I targets and with fewer programs being continued.

During the 1975-76 school year, Title I programs were conducted in twenty Title I target elementary schools and 52 extended service elementary schools. Programs included were Corrective Reading, Mathematics, and Preschool. There were also small but important programs for children in the neglected and delinquent institutions. A parent education component was implemented. In the 1975 summer session, the main areas of reading and mathematics were emphasized with additional inputs into the institutions and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships.

Participation statistics show that 5602 pupils were involved in regular year programs. There were 3048 pupils in corrective reading with 2454 in mathematics. Some of these may have been in both programs.

The major performance objective for reading was that pupils should gain .8 of a month on the California Reading Test for each month of instruction. For 2419 pupils reported, the average gain was 1.5 months, almost double the expected gain. Seventy-six percent of the pupils met or exceeded the stated objective.

In mathematics, the performance objectives were measured by criterion referenced basic skills tests. The criterion varied with the grade level. Fifty-five percent of 2054 pupils in the program with pretest and posttest scores met the objectives on posttest.

Evaluation of performance objectives in the institutional programs is made inconclusive because of the short length of time most pupils are institutionalized while involved in the Title I program. For those few pupils for whom data were available, most met the stated objective.

Pupils in the preschool program were given a range of activities to aid language readiness, skills, development of positive self-concept, and physical coordination. Measurement was by the Cooperative Preschool Inventory. Over ninety-two percent of the 330 three and four year old pupils met the objectives on posttest.

Wichita may be justly proud of a fine Title I program which has received national recognition. The present program is the result of nearly eleven years of evolvement. What has not worked has been discarded. This program will continue to evolve and be refined.

UNIFIED SCHOOL DISTRICT 259

WICHITA, KANSAS

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## GENERAL CONTEXT

Wichita is a metropolitan community of approximately 265,000 people located in south-central Kansas. The city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Most notable is the aircraft manufacturing industry which includes Boeing, Beech, Cessna, and Gates Lear Jet. Oil explorations and refinery operations are also important segments of the economy. In mid-June 1976, from a total labor force of 189,000, 178,850 were employed and 10,750 unemployed. This unemployment rate is about 5.7%. This compares with 5.4% last year and 3.5% the year before. Some temporary fluctuations in the labor market have resulted from seasonal variations.

Within the city are a total of 130 accredited schools which serve approximately 60,000 children. There 114 public schools: 75 are elementary schools, grades K-6; 16 are junior high schools, grades 7-9; and six are senior high schools, grades 10-12. Included in the total number of schools are seventeen special purpose schools. These include four preschool centers; a school for innovative programs in grades 4-6; an open alternative school, grades K-8; a traditional school, grades K-6; a special education center; two metropolitan type secondary schools for alienated and special problem youth; and education programs in detention facilities and homes for neglected children. On September 15, 1975, there were 51,907 children in the public schools. There were another 6,600 pupils in parochial or private schools. About 1,700 individuals of school age were estimated not to be in attendance at any school. About 11,500 pupils were estimated to come from low income families. The racial composition of the school age population is 78% White, 18% Black, and four percent Oriental, Mexican-American, and American Indian. A very high percentage of the non-white population is concentrated in the northeast quadrant of the city. School personnel for fiscal 1976 included 3,129.1 certificated and 1,509.5 classified positions.

The assessed valuation of property in the school district is approximately $731,000,000.[1] The Wichita Public Schools' general fund budget for fiscal 1975 was $55,503,100.[2] In fiscal year 1975, the per pupil cost of education in terms of average daily attendance was approximately $1,139.[3]

An integration plan which involves large scale bussing of pupils has been in effect since the fall of 1971. Under this plan no school is allowed to have more than 25% or fewer than 8% of its pupils from the Black population. The Wichita School System is one of the largest

Source: 1/ 1976-77 Budget book, p. 340
2/ 1976-77 Budget book, p. 314
3/ 1976-77 Budget book, p. 338

fully desegrated systems in the nation. Commencing in the late sixties all secondary schools were completely desegrated. During the 1971-72 school year all the elementary schools were desegrated based upon a local Board of Education lottery plan which replaced with white children those black children who were bussed from schools which had previously been all black.

02.00

WICHITA PUBLIC SHCOOLS
Unified School District #259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# CORRECTIVE READING

# PROGRAM

# 1975-76

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
W. E. Turner, Director
Department of Program Evaluation

Research, Planning, and Development Services Division
Dr. A. W. Dirks, Director

July, 1976

# CORRECTIVE READING PROGRAM, 1975-76

## SUMMARY

The 1975-76 Title I Corrective Reading Program served pupils in a total of 72 public and six non-public elementary schools. Twenty of the public schools were designated as Title I target schools while the remainder were "extended service" schools. Approximately 3048 different pupils participated in the programs. Because of mobility factors some pupils do not spend the entire year in the program therefore a "full time equivalent" (FTE) number of pupils would be about 2820. Concentration of service is at the second grade but public participants come from grades one through six. Non-public participation extends to the eighth grade. Staff included 38.5 FTE special reading teachers and 20 instructional aides.

The California Reading test was used pretest and posttest to establish the amount of mean grade equivalent gain per month of instruction. A goal of .8 month per month was sought. Performance across grade levels ranged from 68% to 84% achieving the objective. This was an improvement over the preceding year. Ninety-two percent of all participants made improvement as judged by the special reading teachers. Results were obtained from locally developed communications skills checklists and reading attitude surveys. Grade two made a significant improvement in attitude toward reading. Results from other grades were nonsignificant. The reading program was recommended for continuation.

## ACTIVITY CONTEXT

Reading and reading related services represent a major portion of the Wichita Title I project. Over 50% of the budget is applied in this area. Since implementation in 1966 the reading program has undergone some changes. Prevention is emphasized rather than remediation. A comparison of several reading systems was continued for a second year. Continued bussing for integration brought about the need for split funding of special reading teachers in order to prevent resegregation for reading instruction.

## PROGRAM DESCRIPTION

### Scope

Wichita's Title I target pupil population is concentrated in 20 elementary school residence areas. However, with total integration accomplished through large-scale bussing, eligible pupils also attend 52 other elementary schools. There are also six parochial schools

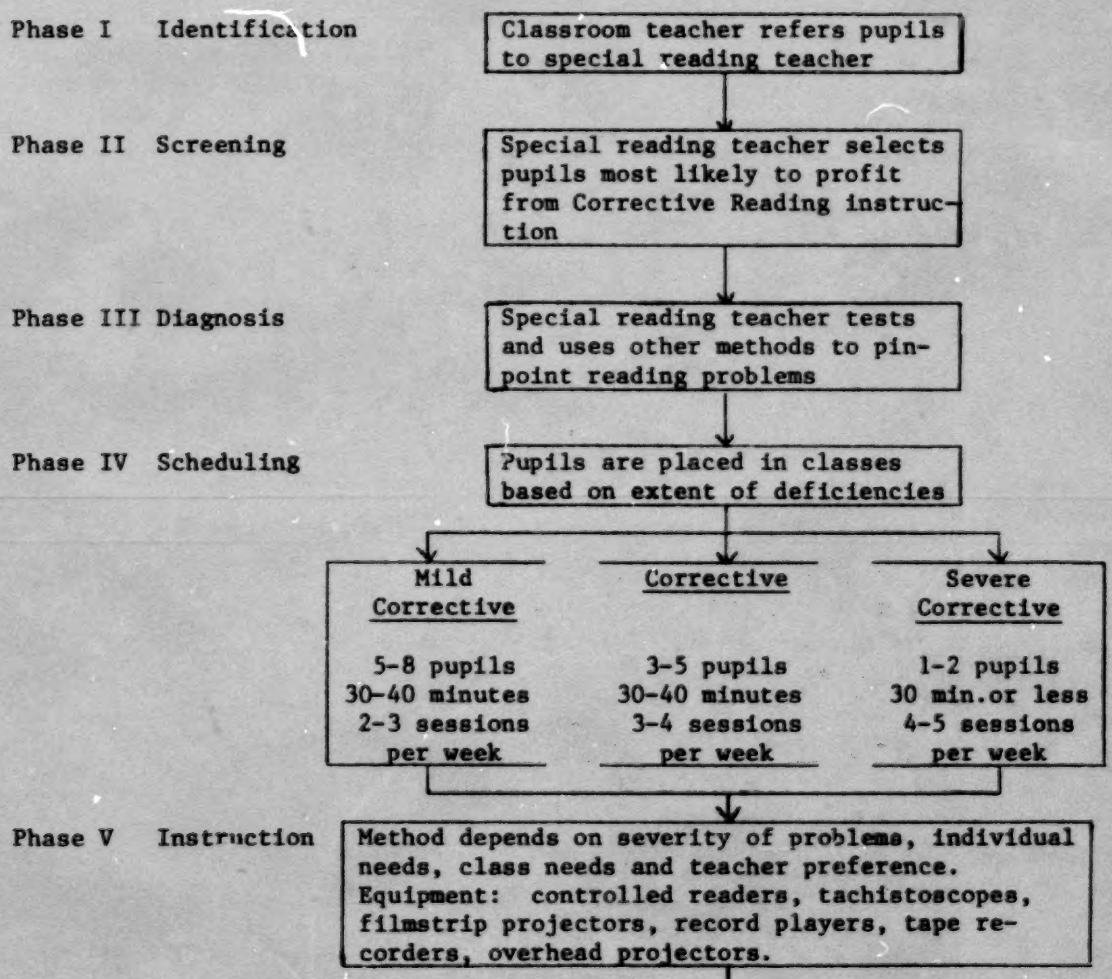
within the Title I target area. Minority pupils who are bussed for integration purposes live within three of the Title I residence areas, called Assigned Attendance Area (AAA), or triple A.

Personnel

A total of 38.5 reading teacher positions were funded. Twenty instructional aides were employed to assist the reading teachers. In addition, a Parent Aide program was continued during the 1975-76 school year, in which parent aides were employed to tutor students individually or in small groups according to need.

Procedure

The corrective reading program involves six phases as follows:


Phase I Identification
Classroom teacher refers pupils to special reading teacher
Phase II Screening
Special reading teacher selects pupils most likely to profit from Corrective Reading instruction
Phase III Diagnosis
Special reading teacher tests and uses other methods to pinpoint reading problems
Phase IV Scheduling
Pupils are placed in classes based on extent of deficiencies
Mild Corrective
5-8 pupils
30-40 minutes
2-3 sessions per week
Corrective
3-5 pupils
30-40 minutes
3-4 sessions per week
Severe Corrective
1-2 pupils
30 min.or less
4-5 sessions per week
Phase V Instruction
Method depends on severity of problems, individual needs, class needs and teacher preference.
Equipment: controlled readers, tachistoscopes, filmstrip projectors, record players, tape recorders, overhead projectors.

Phase VI Evaluation — Special reading continually monitors pupil progress through formal and informal tests

Budget

| | | | |
|---|---|---|---|
| **A. Salaries** | | | |
| 38.5 | FTE Special Reading Teachers + 3% for substitutes | $525,666 | |
| 20 | Instructional aides + substitutes | 71,000 | |
| 1 | Secretary (12 months) | 6,183 | |
| Training: | Teacher and aides, Preservice and Inservice | 1,780 | $604,629 |
| **B. Contracted Services** | | | |
| | Consulting services: Teacher and aide training | 250 | |
| | Teacher workshop (summer 76) | 9,000 | |
| | Van for severe corrective reading program | 7,325 | 16,575 |
| **C. Other Expenses** | | | |
| | Auto allowance and travel | 2,700 | |
| | Supplies, Instructional | 31,000 | |
| | Equipment, new | 4,350 | 38,050 |
| | Total | | $659,254 |

EVALUATION

Stated objectives for the reading program are:

Given corrective reading instruction, the students will -

A. make a mean gain of 0.8 in grade equivalent per year of instruction as measured by the California Reading Test

B. raise their reading instructional grade level as measured by an informal inventory and/or teacher judgment

C. demonstrate an observable improved attitude toward reading as measured by an attitude scale

D. exhibit improved language arts and communications skills as measured by the communications skills checklist.

A participation count of pupils in Title I Corrective Reading is shown in Table 02.1. This table gives breakdowns by grade, by sex, by race, by public and by full time equivalents (FTE). As in previous years the second grade has a higher concentration of participants. Total participation is slightly increased over the previous year. Percentages of boys and girls were identical for the two years. Participation by race shows a greater concentration on black pupils. In 1974-75 the percentage was 44.4. In 1975-76 the percentage increased to 50.4.

For 1975-76 the FTE factor was about 80%. This means that because of move-outs, phase-outs, move-ins, and phase-ins it takes 100 children in participation to be the equivalent of 80 children in full time participation. This is very similar to the results of 1974-75 One full time equivalent pupil in corrective reading is defined as a pupil who is in attendance for eight months - usually the amount of time elapsing between pretest and posttest.

Evaluation of Objective A

The objective of gaining .8 grade equivalent per year of instruction is the same as gaining .8 month for each month of instruction. Since some pupils are not in the reading program for the entire year, the latter standard was chosen in this report. Both yearly and monthly gains will be reported however.

Graphs 02.1 through 02.05 show a frequency distribution of monthly gains. In each table the objective was set at 0.8 months gain pretest to posttest. Monthly gains for grade two through six were 1.6, 1.5, 1.3, 1.4, 1.5, respectively, with an overall mean gain of 1.5. This means that a group of pupils, selected for reading instruction because they were in the lowest 30 percent of their classes on reading test scores were, on the average, able to exceed the expected monthly gain rate for all pupils. The summary graph, 02.06 shows that 76.4% of all reading pupils met the objective of .8 month for each instructional month.

TABLE 02.1

TITLE I CORRECTIVE READING PARTICIPATION[1]
1975-76

| GRADE | Sex | | | | Race[2] | | | | | | FTE[3] | Totals |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | Public | NonPublic | 1 | 2 | 3 | 4 | 5 | 6 | | |
| 1 | 88 | 77 | 161 | 4 | 86 | | 67 | 3 | 9 | | 132 | 165 |
| 2 | 466 | 408 | 843 | 31 | 428 | 5 | 376 | 49 | 16 | | 699 | 874 |
| 3 | 367 | 243 | 589 | 21 | 264 | 1 | 310 | 27 | 7 | 1 | 488 | 610 |
| 4 | 292 | 248 | 527 | 13 | 207 | 1 | 306 | 21 | 4 | 1 | 432 | 540 |
| 5 | 252 | 209 | 437 | 24 | 176 | 1 | 265 | 12 | 6 | 1 | 367 | 461 |
| 6 | 196 | 182 | 365 | 13 | 144 | 1 | 213 | 15 | 5 | | 302 | 378 |
| 7 | 4 | 7 | | 11 | 10 | | | | 1 | | 11 | 11 |
| 8 | 3 | 6 | | 9 | 8 | | | | 1 | | 8 | 9 |
| Totals | | | | | | | | | | | | |
| Number | 1668 | 1380 | 2922 | 126 | 1323 | 9 | 1537 | 127 | 49 | 3 | 2820 | 3048 |
| Percent | 54.7 | 45.3 | 95.9 | 4.1 | 43.4 | .3 | 50.4 | 4.2 | 1.6 | .1 | | |

1 Also includes 71 severe corrective reading participants
2 Race key: 1=White, 2=Oriental, 3=Black, 4=Mexican American, 5=American Indian, 6=Unknown (no data recorded)
3 Full Time Equivalent - Adjusted for time in program

GRAPH 02.1
TITLE I CORRECTIVE READING
FREQUENCY TABLE OF GAINS PER MONTH OF READING INSTRUCTION

GRADE 2

1975-76

| Gains per Month | Number Pupils Making Gains | Frequency |
|---|---|---|
| 3.0+ | 66 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxx |
| 3.0 | 8 | xxxxxxx |
| 2.9 | 8 | xxxxxxx |
| 2.8 | 13 | xxxxxxxxx xxx |
| 2.7 | 2 | xx |
| 2.6 | 16 | xxxxxxxxx xxxxx |
| 2.5 | 18 | xxxxxxxxx xxxxxxx |
| 2.4 | 28 | xxxxxxxxx xxxxxxxxx xxxxxxx |
| 2.3 | 20 | xxxxxxxxx xxxxxxxxx |
| 2.2 | 0 | |
| 2.1 | 29 | xxxxxxxxx xxxxxxxxx xxxxxxxx |
| 2.0 | 25 | xxxxxxxxx xxxxxxxxx xxxxx |
| 1.9 | 29 | xxxxxxxxx xxxxxxxxx xxxxxxxx |
| 1.8 | 38 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxx |
| 1.7 | 2 | xx |
| 1.6 | 31 | xxxxxxxxx xxxxxxxxx xxxxxxxxx x ------Mean |
| 1.5 | 44 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxx |
| 1.4 | 53 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxx |
| 1.3 | 49 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxx |
| 1.2 | 1 | x |
| 1.1 | 56 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxx |
| 1.0 | 33 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxx |
| 0.9 | 29 | xxxxxxxxx xxxxxxxxx xxxxxxxx |
| 0.8 | 30 | xxxxxxxxx xxxxxxxxx xxxxxxxxx ------Objective |
| 0.7 | 4 | xxxx |
| 0.6 | 21 | xxxxxxxxx xxxxxxxxx x |
| 0.5 | 29 | xxxxxxxxx xxxxxxxxx xxxxxxxx |
| 0.4 | 10 | xxxxxxxxx |
| 0.3 | 14 | xxxxxxxxx xxxx |
| 0.2 | 1 | x |
| 0.1 | 10 | xxxxxxxxx |
| No Gain | 14 | xxxxxxxxx xxxx |
| Loss | 13 | xxxxxxxxx xxx |
| Total | 744 | |

Average gain per month of instruction = 1.6 months  Standard Deviation = .8
Pupils achieving objective of .8 months or more = 628 or 84.4%

GRAPH 02.2
TITLE I CORRECTIVE READING
FREQUENCY TABLE OF GAINS PER MONTH OF READING INSTRUCTION

GRADE 3

1975-76

| ns r th | Number Pupils Making Gains | Frequency | |
|---|---|---|---|
| 0+ | 41 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx x | |
| 0 | 9 | xxxxxxxxx | |
| 9 | 3 | xxx | |
| 8 | 6 | xxxxxx | |
| 7 | 1 | x | |
| 6 | 11 | xxxxxxxxxx x | |
| 5 | 14 | xxxxxxxxxx xxxx | |
| 4 | 11 | xxxxxxxxxx x | |
| 3 | 17 | xxxxxxxxxx xxxxxxx | |
| 2 | 2 | xx | |
| 1 | 15 | xxxxxxxxxx xxxxx | |
| 0 | 19 | xxxxxxxxxx xxxxxxxxx | |
| 9 | 11 | xxxxxxxxxx x | |
| 8 | 28 | xxxxxxxxxx xxxxxxxxxx xxxxxxxx | |
| 7 | 3 | xxx | |
| 6 | 30 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx | |
| 5 | 28 | xxxxxxxxxx xxxxxxxxxx xxxxxxxx | ------Mean |
| 4 | 42 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xx | |
| 3 | 29 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxx | |
| 2 | 0 | | |
| 1 | 23 | xxxxxxxxxx xxxxxxxxxx xxx | |
| 0 | 25 | xxxxxxxxxx xxxxxxxxxx xxxxx | |
| 9 | 24 | xxxxxxxxxx xxxxxxxxxx xxxx | |
| 8 | 28 | xxxxxxxxxx xxxxxxxxxx xxxxxxxx | ------Objective |
| 7 | 2 | xx | |
| 6 | 12 | xxxxxxxxxx xx | |
| 5 | 20 | xxxxxxxxxx xxxxxxxxxx | |
| 4 | 17 | xxxxxxxxxx xxxxxxx | |
| 3 | 15 | xxxxxxxxxx xxxxx | |
| 2 | 0 | | |
| 1 | 8 | xxxxxxxx | |
| Gain | 8 | xxxxxxxx | |
| ss | 20 | xxxxxxxxxx xxxxxxxxxx | |

| tal | 522 |
|---|---|

erage gain per month of instruction = 1.5 months  Standard Deviation = .9
oils achieving objective of .8 months or more = 420 or 80.5%

GRAPH 02.3
TITLE I CORRECTIVE READING
FREQUENCY TABLE OF GAINS PER MONTH OF READING INSTRUCTION

GRADE 4

1975-76

| Gains per Month | Number Pupils Making Gains | Frequency | |
|---|---|---|---|
| 3.0+ | 38 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxx | |
| 3.0 | 2 | xx | |
| 2.9 | 4 | xxxx | |
| 2.8 | 8 | xxxxxxx | |
| 2.7 | 2 | xx | |
| 2.6 | 3 | xxx | |
| 2.5 | 11 | xxxxxxxxx x | |
| 2.4 | 6 | xxxxxx | |
| 2.3 | 7 | xxxxxx | |
| 2.2 | 1 | x | |
| 2.1 | 10 | xxxxxxxxx | |
| 2.0 | 13 | xxxxxxxxx xxx | |
| 1.9 | 13 | xxxxxxxxx xxx | |
| 1.8 | 18 | xxxxxxxxx xxxxxxx | |
| 1.7 | 4 | xxxx | |
| 1.6 | 15 | xxxxxxxxx xxxx | |
| 1.5 | 16 | xxxxxxxxx xxxxx | |
| 1.4 | 19 | xxxxxxxxx xxxxxxx | |
| 1.3 | 22 | xxxxxxxxx xxxxxxxxx xx | ------Mean |
| 1.2 | 1 | x | |
| 1.1 | 21 | xxxxxxxxx xxxxxxxxx x | |
| 1.0 | 32 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xx | |
| 0.9 | 21 | xxxxxxxxx xxxxxxxxx x | |
| 0.8 | 25 | xxxxxxxxx xxxxxxxxx xxxxx | ------Objective |
| 0.7 | 1 | x | |
| 0.6 | 23 | xxxxxxxxx xxxxxxxxx xxx | |
| 0.5 | 20 | xxxxxxxxx xxxxxxxxx | |
| 0.4 | 17 | xxxxxxxxx xxxxxx | |
| 0.3 | 17 | xxxxxxxxx xxxxxx | |
| 0.2 | 2 | xx | |
| 0.1 | 3 | xxx | |
| No Gain | 17 | xxxxxxxxx xxxxxx | |
| Loss | 44 | xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxx | |
| Total | 456 | | |

Average gain per month of instruction = 1.3 months  Standard Deviation = .9
Pupils achieving objective of .8 months or more = 312 or 68.4%

GRAPH 02.4
TITLE I CORRECTIVE READING
FREQUENCY TABLE OF GAINS PER MONTH OF READING INSTRUCTION

GRADE 5

1975-76

| Gains per Month | Number Pupils Making Gains | Frequency | |
|---|---|---|---|
| 3.0+ | 49 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxx | |
| 3.0 | 4 | xxxx | |
| 2.9 | 4 | xxxx | |
| 2.8 | 7 | xxxxxxx | |
| 2.7 | 0 | | |
| 2.6 | 3 | xxx | |
| 2.5 | 5 | xxxxx | |
| 2.4 | 9 | xxxxxxxxx | |
| 2.3 | 12 | xxxxxxxxxx xx | |
| 2.2 | 3 | xxx | |
| 2.1 | 10 | xxxxxxxxxx | |
| 2.0 | 17 | xxxxxxxxxx xxxxxxx | |
| 1.9 | 9 | xxxxxxxxx | |
| 1.8 | 17 | xxxxxxxxxx xxxxxxx | |
| 1.7 | 2 | xx | |
| 1.6 | 15 | xxxxxxxxxx xxxxx | |
| 1.5 | 10 | xxxxxxxxxx | |
| 1.4 | 15 | xxxxxxxxxx xxxxx | ------Mean |
| 1.3 | 16 | xxxxxxxxxx xxxxxx | |
| 1.2 | 1 | x | |
| 1.1 | 15 | xxxxxxxxxx xxxxx | |
| 1.0 | 22 | xxxxxxxxxx xxxxxxxxxx xx | |
| 0.9 | 11 | xxxxxxxxxx x | |
| 0.8 | 8 | xxxxxxxx | ------Objective |
| 0.7 | 0 | | |
| 0.6 | 14 | xxxxxxxxxx xxxx | |
| 0.5 | 10 | xxxxxxxxxx | |
| 0.4 | 15 | xxxxxxxxxx xxxxx | |
| 0.3 | 15 | xxxxxxxxxx xxxxx | |
| 0.2 | 0 | | |
| 0.1 | 4 | xxxx | |
| No Gain | 19 | xxxxxxxxxx xxxxxxxxx | |
| Loss | 37 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxx | |
| Total | 378 | | |

Average gain per month of instruction = 1.4 months  Standard Deviation = 1.0
Pupils achieving objective of .8 months or more = 264 or 69.8%

GRAPH 02.5
TITLE I CORRECTIVE READING
FREQUENCY TABLE OF GAINS PER MONTH OF READING INSTRUCTION

GRADE 6

1975-76

| Gains per Month | Number Pupils Making Gains | Frequency | |
|---|---|---|---|
| 3.0+ | 58 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxx | |
| 3.0 | 4 | xxxx | |
| 2.9 | 6 | xxxxxx | |
| 2.8 | 5 | xxxxx | |
| 2.7 | 1 | x | |
| 2.6 | 4 | xxxx | |
| 2.5 | 8 | xxxxxxxx | |
| 2.4 | 11 | xxxxxxxxxx x | |
| 2.3 | 14 | xxxxxxxxxx xxxx | |
| 2.2 | 0 | | |
| 2.1 | 9 | xxxxxxxxx | |
| 2.0 | 12 | xxxxxxxxxx xx | |
| 1.9 | 6 | xxxxxx | |
| 1.8 | 10 | xxxxxxxxxx | |
| 1.7 | 4 | xxxx | |
| 1.6 | 5 | xxxxx | |
| 1.5 | 3 | xxx | ------Mean |
| 1.4 | 5 | xxxxx | |
| 1.3 | 14 | xxxxxxxxxx xxxx | |
| 1.2 | 0 | | |
| 1.1 | 8 | xxxxxxxx | |
| 1.0 | 17 | xxxxxxxxxx xxxxxxx | |
| 0.9 | 9 | xxxxxxxxx | |
| 0.8 | 11 | xxxxxxxxxx x | ------Objective |
| 0.7 | 2 | xx | |
| 0.6 | 15 | xxxxxxxxxx xxxxx | |
| 0.5 | 11 | xxxxxxxxxx x | |
| 0.4 | 5 | xxxxx | |
| 0.3 | 4 | xxxx | |
| 0.2 | 0 | | |
| 0.1 | 7 | xxxxxxx | |
| No Gain | 12 | xxxxxxxxxx xx | |
| Loss | 39 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxx | |
| Total | 319 | | |

Average gain per month of instruction = 1.5 months  Standard Deviation = 1.1
Pupils achieving objective of .8 months or more = 224 or 70.2%

GRAPH 02.6
TITLE I CORRECTIVE READING
FREQUENCY TABLE OF GAINS PER MONTH OF READING INSTRUCTION

SUMMARY

1975-76

| Gains per Month | Number Pupils Making Gains | Frequency (each 'x' represents 5 pupils) | |
|---|---|---|---|
| 3.0+ | 252 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx x | |
| 3.0 | 27 | xxxxx | |
| 2.9 | 25 | xxxxx | |
| 2.8 | 39 | xxxxxxxx | |
| 2.7 | 6 | x | |
| 2.6 | 37 | xxxxxxx | |
| 2.5 | 56 | xxxxxxxxxx xx | |
| 2.4 | 65 | xxxxxxxxxx xxx | |
| 2.3 | 70 | xxxxxxxxxx xxxx | |
| 2.2 | 6 | x | |
| 2.1 | 73 | xxxxxxxxxx xxxx | |
| 2.0 | 86 | xxxxxxxxxx xxxxxxx | |
| 1.9 | 68 | xxxxxxxxxx xxxx | |
| 1.8 | 111 | xxxxxxxxxx xxxxxxxxxx xx | |
| 1.7 | 15 | xxx | |
| 1.6 | 96 | xxxxxxxxxx xxxxxxxxx | |
| 1.5 | 101 | xxxxxxxxxx xxxxxxxxxx x | ------Mean |
| 1.4 | 134 | xxxxxxxxxx xxxxxxxxxx xxxxxx | |
| 1.3 | 130 | xxxxxxxxxx xxxxxxxxxx xxxxxx | |
| 1.2 | 3 | x | |
| 1.1 | 123 | xxxxxxxxxx xxxxxxxxxx xxxx | |
| 1.0 | 129 | xxxxxxxxxx xxxxxxxxxx xxxxx | |
| 0.9 | 94 | xxxxxxxxxx xxxxxxxx | |
| 0.8 | 102 | xxxxxxxxxx xxxxxxxxxx x | ------Objective |
| 0.7 | 9 | xx | |
| 0.6 | 85 | xxxxxxxxxx xxxxxxx | |
| 0.5 | 90 | xxxxxxxxxx xxxxxxx | |
| 0.4 | 64 | xxxxxxxxxx xx | |
| 0.3 | 65 | xxxxxxxxxx xxx | |
| 0.2 | 3 | x | |
| 0.1 | 32 | xxxxxx | |
| No Gain | 70 | xxxxxxxxxx xxx | |
| Loss | 153 | xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx x | |
| Total | 2419 | | |

Average gain per month of instruction = 1.5 Standard Deviation = .9
Pupils achieving objective of .8 months or more = 1848 or 76.4%

Table 02.2 is a summary of pretest and posttest mean grade equivalents from the California Achievement Reading Test. For public schools, which comprise nearly 96% of the data, pretest mean grade equivalents ranged from 1.4 at second grade to 3.7 at sixth grade while posttest means ranged from 2.5 to 4.8 for the same grades. Months of gain ranged from eight for fourth grade to 11 for second and sixth grades. These are straight comparisons of pretest and posttest means without regard to length of time in the program.

Results for the severe corrective reading program are shown in Table 02.3.

TABLE 02.2

SUMMARY OF PRETEST AND POSTTEST MEAN GRADE EQUIVALENTS
CALIFORNIA ACHIEVEMENT READING TEST
TITLE I CORRECTIVE READING, 1975-76

| Grade | Public Schools N | Pretest $\bar{X}$ | Posttest $\bar{X}$ | Months Gain | Non Public Schools N | Pretest $\bar{X}$ | Posttest $\bar{X}$ | Months Gain |
|---|---|---|---|---|---|---|---|---|
| First | | | | | 4 | 1.5 | 2.2 | 7 |
| Second | 721 | 1.4 | 2.5 | 11 | 31 | 1.7 | 2.8 | 11 |
| Third | 509 | 1.9 | 2.9 | 10 | 21 | 2.5 | 3.4 | 9 |
| Fourth | 431 | 2.9 | 3.5 | 8 | 12 | 3.0 | 4.0 | 10 |
| Fifth | 337 | 2.9 | 3.9 | 10 | 24 | 4.3 | 5.5 | 12 |
| Sixth | 284 | 3.7 | 4.8 | 11 | 13 | 4.6 | 5.6 | 10 |
| Seventh | | | | | 11 | 5.1 | 6.6 | 25 |
| Eighth | | | | | 7 | 5.7 | 6.6 | 9 |

TABLE 02.3

SUMMARY OF PRETEST AND POSTTEST MEAN GRADE EQUIVALENTS
CALIFORNIA ACHIEVEMENT READING TEST
TITLE I SEVERE CORRECTIVE READING, 1975-76

| Grade | N | Pretest $\bar{X}$ | Posttest $\bar{X}$ | Months Gain |
|---|---|---|---|---|
| Fourth | 19 | 2.2 | 2.9 | 7 |
| Fifth | 19 | 2.2 | 3.0 | 8 |
| Sixth | 25 | 3.0 | 3.9 | 9 |

Several reading systems were in operation again this year in the Title I Schools. A comparison of system results is shown in Table 02.4. Generally, it appears that the EDL and Psychotechnics produced greater mean gains than the other two systems. The eclectic approach appeared to show the best results across all grade levels. Of course mean gains alone may not tell the whole story. Many factors should be considered: class size, case load, length of time the program has been in operation, availability of equipment. The comparison of system mean gains in this report do not include provisions for the control of variables.

TABLE 02.4

COMPARISON OF READING SYSTEMS
MEAN GAINS BY GRADE LEVEL
TITLE I CORRECTIVE READING, 1975-76

| GRADE | SYSTEM | | | | |
|---|---|---|---|---|---|
| | Hoffman | Random House | Psycho-technics | EDL | Eclectic |
| Second | .9 | .9 | .9 | 1.2 | 1.2 |
| Third | .9 | .7 | 1.1 | 1.0 | 1.2 |
| Fourth | .5 | .7 | .8 | .9 | 1.2 |
| Fifth | .6 | .8 | 1.1 | 1.4 | 1.0 |
| Sixth | .3 | 1.4 | .8 | 1.2 | 1.3 |

Evaluation of Objective B

This objective spoke to the improvement of the pupils' instructional reading grade level. Teachers were asked to rate each pupil on a three point scale; made progress, made no progress, or regressed. Ratings were received on 2473 pupils. Overall, 92% were judged to have made improvement. This would indicate that since 76% of all pupils met the requirements of Objective A as shown in Graph 02.06 then 16% made gains but not enough to meet the objective. Only eight percent of the pupils regressed or made no progress. Table 02.5 shows the results for public and non-public pupils.

Evaluation of Objective C

Pupils were to have shown an improved attitude toward reading. A locally developed reading attitude survey, the same one that was used last year, was given to a random sample of pupils. The results, Table 02.6, are very similar to last year. For both years, only grade two showed a significantly improved reading attitude. The other grades showed differences in attitudes but not enough to be significant.

TABLE 02.5

TITLE I CORRECTIVE READING
RESULTS OF TEACHER RATINGS IN CATEGORIES OF REGRESSION, NO PROGRESS, AND PROGRESS
1975-76

| GRADE | PUBLIC | | | NON PUBLIC | | |
|---|---|---|---|---|---|---|
| | REGRESSION | NO PROGRESS | PROGRESS | REGRESSION | NO PROGRESS | PROGRESS |
| 1 | | | 4 | | | 4 |
| 2 | 14 | 13 | 694 | | | 31 |
| 3 | 18 | 9 | 482 | | | 21 |
| 4 | 41 | 19 | 390 | | 1 | 11 |
| 5 | 31 | 19 | 306 | | 2 | 22 |
| 6 | 30 | 9 | 270 | 1 | | 12 |
| 7 | | | | | | 11 |
| 8 | | | | 1 | | 7 |
| Totals | | | | | | |
| Number | 134 | 69 | 2146 | 2 | 3 | 119 |
| Percent | 5.7 | 2.9 | 91.4 | 1.6 | 2.4 | 96.0 |

02.14

TABLE 02.6

READING ATTITUDE SURVEY

TITLE I CORRECTIVE READING
1975-76

| Grade | Number | | Mean | | Mean Gain (Loss) | Standard Deviation | | t-test of Significance |
|---|---|---|---|---|---|---|---|---|
| | Pre | Post | Pre | Post | | Pre | Post | |
| First | 5 | 5 | 87.2 | 88.6 | 1.4 | 14.6 | 20.8 | N.S. |
| Second | 64 | 61 | 91.5 | 94.3 | 2.8 | 13.2 | 11.0 | $p < .05$ |
| Third | 49 | 60 | 91.8 | 91.6 | (.2) | 14.2 | 18.6 | N.S. |
| Fourth | 37 | 45 | 87.6 | 90.8 | 3.2 | 12.9 | 13.0 | N.S. |
| Fifth | 26 | 34 | 86.1 | 87.5 | 1.4 | 14.8 | 10.8 | N.S. |
| Sixth | 40 | 28 | 86.3 | 84.4 | (1.9) | 14.0 | 9.2 | N.S. |
| Total | 221 | 233 | 89.3 | 90.7 | 1.4 | 14.0 | 14.1 | N.S. |

Evaluation of Objective D

Pupils were expected to exhibit improved language arts and communications skills as measured by a locally developed communications skills checklist which was completed by the special reading teachers. A nine item scale was distributed to special reading teachers. Each teacher rated previously randomly selected pupils on the scale which allowed for a range from "Much Improvement" to "Much Regression". Overall, 75% of the pupils in the sample were placed in the "Much Improvement" or "Some Improvement" categories. The various grade levels ranged from 69% (5th) to 82% (2nd) in number in the two improvement categories.

## RECOMMENDATIONS

The 1975-76 corrective reading program showed an increase in pupil achievement levels over the previous year. This continues a trend that was started several years ago. The first and major objective was to have each grade level achieve mean gains of at least .8 months for each month of instruction. Overall gains were 1.5, almost double the expectancy. Secondary objectives of improved reading instructional grade levels and improved language arts and communications were met. Improvement of reading attitude, according to the instrument, was inconclusive Recomendations for the 1976-77 year include the following:

- Continue the reading program
- Increase the monthly grade level gains expected to one month per month of instruction. This would be more consistent with past experience.
- Consider elimination of the objective on reading attitude. The instrument currently in use is probably an inadequate measuring device. Results of the past two years have been very similar.

03.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# ELEMENTARY MATHEMATICS PROGRAM

# 1975-76

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
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Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# ELEMENTARY MATHEMATICS PROGRAM, 1975-76

## SUMMARY

The 1975-76 Elementary Mathematics program served a total of 2,698 pupils, which represented an increase of 67 percent over the previous year's number of participants. The participants were chosen from among the most educationally deficient pupils in the school population. They attended 29 public elementary schools and three parochial schools. The pupils ranged in grade from kindergarten to sixth grade. The majority of pupils came from grades K-3. The size of the program staff increased, also. The program employed 28 instructional aides, a coordinator of aides, and six mathematics consultants.

Performance objectives were achieved by 56 percent of the participants with posttest data. The greatest number and percent of the participants achieving the objective were in kindergarten. The program was recommended for continuation.

## PROGRAM DESCRIPTION

### Scope

Participants in the Elementary Mathematics program ranged in grade from kindergarten to sixth grade. Totals of 2,591 public school pupils and 107 private school pupils participated in the program throughout the school year. These participants attended 19 Title I target schools, ten extended service schools, and three parochial schools.

The main objective of the program was to develop and strengthen the pupils' basic math skills.

### Personnel

The Elementary Mathematics program staff consisted of six math consultants, 28 instructional aides, a coordinator of aides, and a project secretary. The public school system Coordinator of Mathematics served as the project director. Classroom teachers worked cooperatively with the program, but were funded from local sources.

The mathematics aides were responsible for assisting classroom teachers in developing the math skills of their pupils. The principal duties of the mathematics instructional aides were to:

1. Work with students in math labs as directed by classroom teachers.

2. Administer pretests and posttests, and tests for concept mastery when requested by teachers.

3. Keep accurate records of pupils' lab experiences and levels of concept mastery.

4. Construct visual aids and math games for use in both the classrooms and the math labs.

5. Conduct tours of the math labs and demonstrate the various instructional games to non-project teachers who visit the math labs.

In summary, the duties of the math consultants were to:

1. Assist the classroom teacher in developing a workable plan for implementing the math program.

2. Assist in ongoing pupil evaluation to enhance individualized instruction.

3. Observe math lessons and techniques periodically to insure ongoing progress of the program.

4. Upon request, provide demonstrations appropriate to the concept being taught in the classroom.

5. Conduct inservice meetings and summer workshops.

6. Assist the Coordinator of Mathematics in a variety of administrative duties.

7. Compile pretest and posttest data.

Briefly, the responsibilities of the classroom teachers as they related specifically to the Elementary Mathematics program were to:

1. Teach math to all children in the classroom and ensure that each child develops his/her math potential to its maximum.

2. Identify and provide additional instructional time for those pupils in Title I schools who rank in the lower one-third of the class in concept development.

3. Group pupils for math instruction.

4. For each concept, teach and evaluate until mastery is attained.

5. Maintain current pupil skill sheets.

6. Use the adopted math texts only as supplements to the Elementary Mathematics program.

7. Inform the lab aide weekly, in writing, of the concepts to be worked on with each lab group for the coming week.

8. Participate in the inservice training activities provided by the program.

Procedures

Each mathematics instructional aide was assigned to an elementary school. A math lab was set up in each school, providing a place for supplementary math instruction and instructional materials. Most of the aides' time was spent working with pupils in the math lab. The math consultants were based at the Murdock Teacher Center. The consultants visited the math labs and classrooms regularly, and were available for consultative services to the mathematics aides and classroom teachers.

Teachers and aides were involved in extensive preservice and inservice activities. Regular classroom teachers new to the program attended a two-week orientation and preservice workshop held prior to the beginning of the school year. All teachers attended four inservice sessions during the course of the school year. Instructional aides attended a preservice workshop during the summer preceding the school year. Throughout the school year, the math consultants were available for inservice training as requested by individuals or groups.

Activities

The Elementary Mathematics program employs an activity approach which encourages maximum involvement of the pupils. The traditional approach to teaching mathematics, that of adhering strictly to a prepared text and following "cookbook recipes", is abandoned in favor of a more creative and manipulative approach. Pupils are encouraged to progress on an individual basis as rapidly as possible. Actual pupil experiences are used as a source of classroom activities in order to make the lessons interesting and more closely related to the learner needs. The pupils are helped to discover and use patterns and relationships, as opposed to memorizing and learning facts by rote. The program is designed to lead pupils to an <u>understanding</u> of mathematical concepts.

The course of concept development within the mathematics program is viewed as having four levels. Throughout the four levels, the key to concept development is pupil involvement. The most basic level is the concrete level, at which the pupil is urged to explore the concept through the physical manipulation of concrete objects. The next level has been termed "semi-concrete", and at this stage the pupil is aided also by concrete representations on the flannel and magnetic boards. At the semi-abstract level, the pupil uses chalkboards and overhead projector materials. Finally, at the abstract level, the pupil is able to use the mathematic concept as he/she works with such materials as flash cards and workbooks.

Basically, the program encourages a three-stage approach to the teaching mathematics:

1. The <u>manipulative stage</u> stresses the use of manipulative materials.

2. The <u>oral stage</u> involves the use of motivational games requiring verbal responses.

3. The <u>written stage</u> emphasizes the use of paper and pencil to record responses.

The schematic diagram presented on page 03.05 illustrates the instructional approach used in the mathematics program.

Diagnosis and evaluation are integral parts of the teaching process in the mathematics program. Since instruction is individualized, each pupil's level of ability must be initially determined. Subsequently, frequent evaluation enables the instructor to determine when a pupil has mastered one concept and can begin developing a new concept.

The sequence of diagnosis is the reverse of that of concept development. Each pupil's mastery level is diagnosed initially through a written test. The written test assesses the child's mastery at the abstract level. Failing to achieve the criterion for mastery of a concept at this level, the pupil is tested orally. If the pupil fails to pass the oral test, he is tested at the manipulative level. It is at the manipulative level that a pupil is introduced to a mathematical concept which he has not mastered at higher levels.

Math skill sheets are maintained for every pupil. The skill sheet is an organized method for recording a pupil's mastery of the basic mathematics concepts, and becomes an historical record of the pupil's progress. The checklist also aids the instructor in individualizing instruction.

## Instructional Equipment and Supplies

Many of the instructional materials used in the program were made by the teachers and aides. The use of standard textbooks was discouraged. Many games were used to reinforce mathematics concepts because they held the pupils' interest. Many of the games were teacher-made alterations of popular games. Examples of frequently used games are:

| | |
|---|---|
| Bug Ya | Pokeno |
| Tug of War | Orbit the Earth |
| Yahtzee | Shake a Fact |
| Kung Fu | Lotto |
| Twinks | Concentration |
| Jeopardy | Tic Tac Toe |
| Place Value Walk | Could Be |
| Bingo | Imma Quiz |

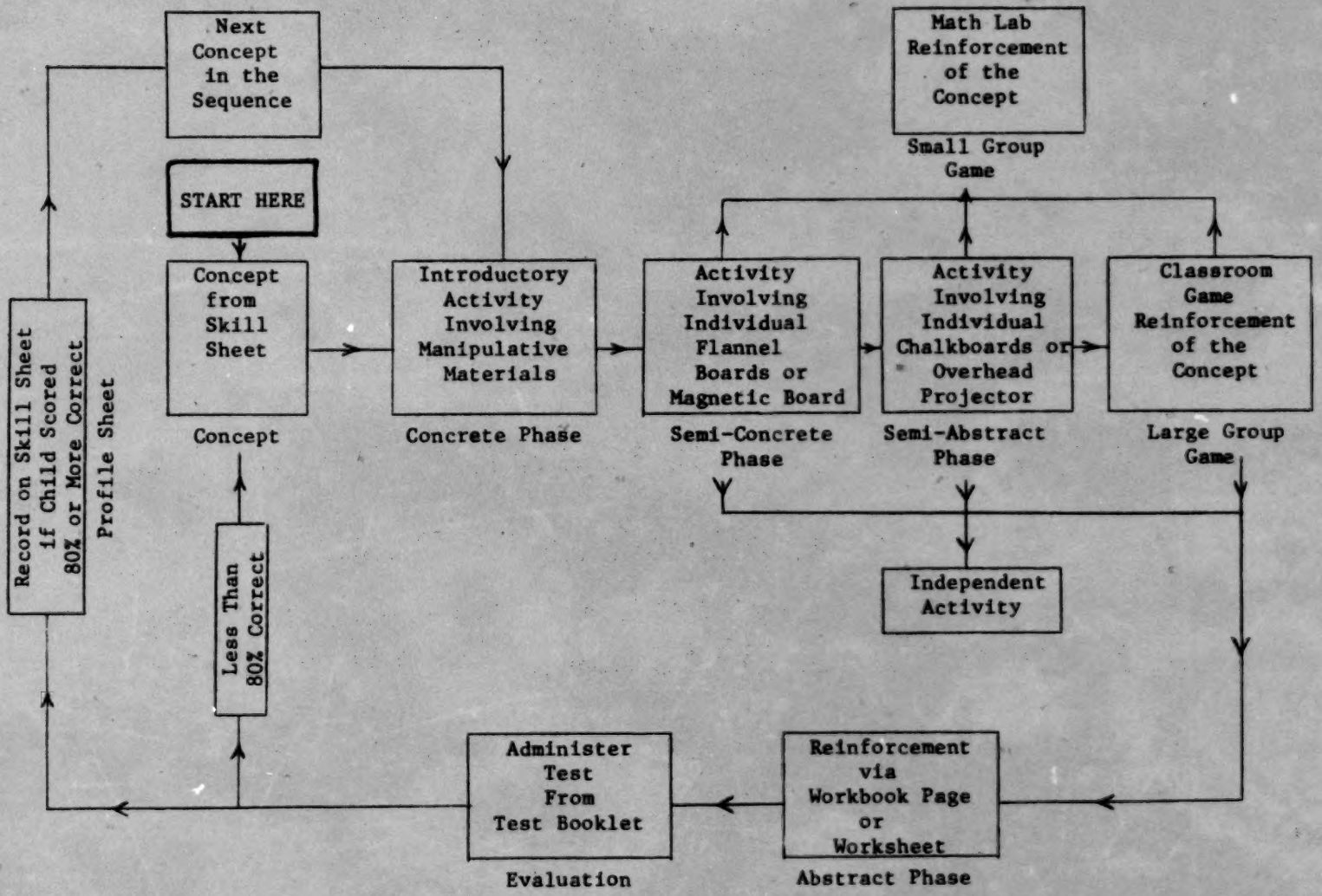
Manipulative materials were also frequently used. Some examples follow:

| | | |
|---|---|---|
| Beans | Dominoes | Magnetic chalkboards |
| Blocks | Flannel boards | Pegboards |
| Construction paper | Flashcards | Pop beads |
| Cups | Geoboards | Quiet counters |
| Dice | Hundreds square | |

## Parent-Community Involvement

The staff members actively involved members of the school communities in the mathematics program. The math consultants worked cooperatively with the Title I Parent Education Aides to present workshops for parents. Parents also were urged to visit the math labs.

SCHEMATIC DIAGRAM OF INSTRUCTIONAL APPROACH
Title I Elementary Mathematics, 1975-76


Next Concept in the Sequence
Math Lab Reinforcement of the Concept
Small Group Game
START HERE
Concept from Skill Sheet
Concept
Introductory Activity Involving Manipulative Materials
Concrete Phase
Activity Involving Individual Flannel Boards or Magnetic Board
Semi-Concrete Phase
Activity Involving Individual Chalkboards or Overhead Projector
Semi-Abstract Phase
Classroom Game Reinforcement of the Concept
Large Group Game
Record on Skill Sheet if Child Scored 80% or More Correct
Profile Sheet
Less Than 80% Correct
Independent Activity
Administer Test From Test Booklet
Evaluation
Reinforcement via Workbook Page or Worksheet
Abstract Phase

03.05

Budget

| | | |
|---|---|---|
| **A. SALARIES** | | |
| 6 Elementary Math Consultants | $ 84,000 | |
| 1 Coordinator of Aides | 6,250 | |
| 28 Instructional Aides | 106,000 | |
| 1 Secretary (10 months) | 5,789 | |
| Preservice and Inservice Training | 16,200 | |
| | | $218.239 |
| **B. CONTRACTED SERVICES** | | |
| Consultant Services | $ 370 | |
| Workshops | 2,500 | |
| Telephone - M.T.C. | 600 | |
| | | 3,470 |
| **C. OTHER EXPENSES** | | |
| Supplies | $ 40,400 | |
| Travel and Auto Allowance | 4,000 | |
| Equipment | 4,000 | |
| | | 48,400 |
| TOTAL | | $270,109 |

Based on a total of 2,698 participants, the per pupil cost for this activity was $100.12. Based on the number of participants with both pretest and posttest data, the per pupil cost of the program was $131.50.

## EVALUATION

Performance objectives for each grade level were selected for evaluation. They are as follows:

1. Kindergarten elementary math project pupils will demonstrate an increase in mathematics readiness as shown by their responses pretest and posttest to an orally administered locally developed achievement test. The number and percent who score 50 or more on posttest of a possible 60 points or who make a growth of 15 points will be reported.

2. First grade elementary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition and subtraction as shown by their responses pretest and posttest to a 100-point locally developed achievement test (40 points oral, 60 points written). The number and percent who score 80 or more on posttest or who make a growth of 35 points will be reported.

3. Second grade elementary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, and multiplication as shown by their responses pretest and posttest to a 100-point locally developed achievement test (all written). The number and percent who score 80 or more or who make a growth of 25 points will be reported.

4. Third grade elementary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition and subtraction, as shown by their responses pretest and posttest to a 125-point locally developed written achievement test. The number and percent who score 100 or more or who make a growth of 30 points will be reported.

5. Fourth grade elementary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, multiplication, place value, and regrouping as shown by their responses pretest and posttest to a 54-point locally developed written achievement test. The number and percent who score 30 or more or who make a growth of 10 points will be reported.

6. Fifth grade elementary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, multiplication, division, place value and regrouping as shown by their responses pretest and posttest to a 62-point locally developed written achievement test. The number and percent who score 40 or more or who make a growth of 10 points will be reported.

7. Sixth grade elementary mathematics pupils will demonstrate an increase in their knowledge of mathematical concepts in addition, subtraction, multiplication, division, place value and regrouping as shown by their responses pretest and posttest to a 74-point locally developed written achievement test. The number and percent who score 45 or more or who make a growth of 10 points will be reported.

Pupils were chosen for participation in the program on the basis of achievement test results and teacher referral. Participation statistics for public and non-public school participants appear in Tables 03.1 and 03.2 respectively. Only slightly more boys than girls participated in the program. Counting both public and non-public school pupils together, approximately 54 percent were white, nearly 39 percent were black, and almost five percent were Mexican American. The remaining two percent of the participants were either Oriental or American Indian. The number of participants was fairly evenly distributed across the grade levels.

Tables 03.3 through 03.9 show the number and percent of participants achieving the objectives for each school at each grade level. The percent of participants who achieved one or both objectives was based upon the number of participants having posttest scores. The totals for each grade also appear in the tables.

A total of 1317 pupils, or 56 percent of the program participants with complete test data, achieved the objectives. Only two grade levels, kindergarten and second grade, had more than 56 percent of the participants achieving the objectives. Both the largest number and the largest percent of

participants achieving the stated performance objectives occurred at the kindergarten level. By grade level, the percent of participants achieving the objectives ranged from 45 percent to 77 percent. Table 03.10 contains summary information of the achievement data.

TABLE 03.1
TITLE I ELEMENTARY MATHEMATICS PROGRAM
PUBLIC SCHOOL PARTICIPATION STATISTICS
1975-76

| Grade | Sex | | Race* | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | 1 | 2 | 3 | 4 | 5 | NA** | |
| Kdg | 235 | 208 | 254 | | 149 | 30 | 7 | 3 | 443 |
| First | 252 | 240 | 266 | | 197 | 20 | 4 | 5 | 492 |
| Second | 208 | 184 | 220 | 1 | 150 | 15 | 4 | 2 | 392 |
| Third | 128 | 100 | 114 | 1 | 99 | 11 | 3 | | 228 |
| Fourth | 247 | 236 | 267 | 1 | 175 | 22 | 17 | 1 | 483 |
| Fifth | 144 | 146 | 159 | 1 | 115 | 11 | 4 | | 290 |
| Sixth | 119 | 144 | 134 | 2 | 111 | 13 | 2 | 1 | 263 |
| Totals | | | | | | | | | |
| Number | 1333 | 1258 | 1414 | 6 | 996 | 122 | 41 | 12 | 2591 |
| Percent | 51.4 | 48.6 | 54.6 | .2 | 38.4 | 4.7 | 1.6 | .5 | |

* Race Key: 1=Caucasian; 2=Asian American; 3=Black; 4=Spanish Mexican
5= American Indian

**Data not recorded

Percents may not add to 100.0 because of rounding.

TABLE 03.2
TITLE I ELEMENTARY MATHEMATICS PROGRAM
NON-PUBLIC SCHOOL PARTICIPATION STATISTICS
1975-76

| Grade | Sex | | Race* | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|
| | Male | Female | 1 | 2 | 3 | 4 | 5 | NA** | |
| Kdg | -- | -- | -- | - | -- | - | - | | -- |
| First | 16 | 8 | 7 | 2 | 11 | 2 | | 2 | 24 |
| Second | 4 | 15 | 5 | | 11 | 3 | | | 19 |
| Third | 3 | 3 | 2 | | 4 | | | | 6 |
| Fourth | 12 | 11 | 3 | | 10 | | | 10 | 23 |
| Fifth | 15 | 7 | 13 | | 5 | 4 | | | 22 |
| Sixth | 8 | 5 | 7 | | 5 | 1 | | | 13 |
| Totals | | | | | | | | | |
| Number | 58 | 49 | 37 | 2 | 46 | 10 | - | 12 | 107 |
| Percent | 54.2 | 45.8 | 34.6 | 1.9 | 43.0 | 9.4 | | 11.2 | |

* Race Key: 1=Caucasian; 2=Asian American; 3=Black; 4=Spanish Mexican
5=American Indian

**Data not recorded

Percents may not add to 100.0 because of rounding.

TABLE 03.3
NUMBER AND PERCENT ACHIEVING PERFORMANCE OBJECTIVE
KINDERGARTEN
TITLE I ELEMENTARY MATHEMATICS, 1975-76

| School | Participants | Participants with Post-test Scores | Participants Achieving Objective | |
|---|---|---|---|---|
| | | | Number | Percent |
| Alcott | 12 | 11 | 10 | 90.9 |
| Ark. Ave. | 2 | 2 | 1 | 50.0 |
| Bryant | 4 | 3 | 3 | 100.0 |
| Caldwell | - | - | - | -- |
| Cloud | 35 | 22 | 15 | 68.2 |
| Dodge | 32 | 29 | 17 | 58.6 |
| Enterprise | 3 | 2 | 1 | 50.0 |
| Fabrique | 7 | 6 | 4 | 66.7 |
| Franklin | 20 | 20 | 16 | 80.0 |
| Funston | 21 | 20 | 11 | 55.0 |
| Harry St. | 28 | 24 | 22 | 91.7 |
| Ingalls | 23 | 22 | 21 | 95.4 |
| Irving | 44 | 39 | 28 | 71.8 |
| Lincoln | 20 | 15 | 10 | 66.7 |
| Linwood | 8 | 8 | 6 | 75.0 |
| Longfellow | 11 | 11 | 8 | 72.7 |
| L'Ouverture | 9 | 8 | 4 | 50.0 |
| MacArthur | 20 | 16 | 11 | 68.8 |
| McCollom | 17 | 12 | 10 | 83.3 |
| Minneha | 9 | 9 | 7 | 77.8 |
| Mueller | 14 | 13 | 13 | 100.0 |
| OK | - | - | - | -- |
| Park | 16 | 7 | 7 | 100.0 |
| Payne | 21 | 16 | 14 | 87.5 |
| Rogers | 16 | 15 | 10 | 66.7 |
| Sim | 4 | 3 | 3 | 100.0 |
| Washington | 17 | 15 | 12 | 80.0 |
| Wells | 23 | 18 | 17 | 94.4 |
| Woodman | 7 | 2 | 2 | 100.0 |
| Holy Savior | - | - | - | -- |
| St. Josephs | - | - | - | -- |
| Our Lady of Guadalupe | - | - | - | -- |
| TOTALS | 443 | 368 | 283 | 76.9 |

TABLE 03.4
NUMBER AND PERCENT ACHIEVING PERFORMANCE OBJECTIVE
FIRST GRADE
TITLE I ELEMENTARY MATHEMATICS, 1975-76

| School | Participants | Participants with Post-test Scores | Participants Achieving Objective | |
|---|---|---|---|---|
| | | | Number | Percent |
| Alcott | 9 | 9 | 5 | 55.5 |
| Ark. Ave. | - | - | - | -- |
| Bryant | 8 | 8 | 5 | 62.5 |
| Caldwell | 4 | 3 | 3 | 100.0 |
| Cloud | 50 | 37 | 12 | 32.4 |
| Dodge | 49 | 43 | 9 | 20.9 |
| Enterprise | 12 | 11 | 3 | 27.3 |
| Fabrique | 3 | 2 | 0 | 00.0 |
| Franklin | 16 | 16 | 6 | 37.4 |
| Funston | 8 | 8 | 7 | 87.5 |
| Harry St. | 25 | 22 | 13 | 59.1 |
| Ingalls | 17 | 15 | 10 | 66.7 |
| Irving | 20 | 19 | 8 | 42.1 |
| Lincoln | 18 | 15 | 11 | 73.3 |
| Linwood | 12 | 11 | 6 | 54.5 |
| Longfellow | 19 | 17 | 5 | 29.4 |
| L'Ouverture | 12 | 12 | 5 | 41.7 |
| MacArthur | 30 | 26 | 17 | 65.4 |
| McCollom | 9 | 7 | 1 | 14.3 |
| Minneha | 11 | 2 | 0 | 00.0 |
| Mueller | 19 | 16 | 15 | 93.8 |
| OK | 7 | 6 | 3 | 50.0 |
| Park | 22 | 14 | 14 | 100.0 |
| Payne | 32 | 22 | 17 | 77.3 |
| Rogers | 16 | 14 | 8 | 57.1 |
| Sim | 6 | 5 | 5 | 100.0 |
| Washington | 21 | 21 | 11 | 52.4 |
| Wells | 20 | 15 | 13 | 86.7 |
| Woodman | 17 | 13 | 7 | 53.8 |
| Holy Savior | 14 | 14 | 7 | 50.0 |
| St. Josephs | 5 | 5 | 5 | 100.0 |
| Our Lady of Guadalupe | 5 | 5 | 5 | 100.0 |
| TOTALS | 516 | 433 | 236 | 54.5 |

TABLE 03.5
NUMBER AND PERCENT ACHIEVING PERFORMANCE OBJECTIVE
SECOND GRADE
TITLE I ELEMENTARY MATHEMATICS, 1975-76

| School | Participants | Participants with Post-test Scores | Participants Achieving Objective | |
|---|---|---|---|---|
| | | | Number | Percent |
| Alcott | 8 | 8 | 8 | 100.0 |
| Ark. Ave. | 26 | 24 | 13 | 54.2 |
| Bryant | 3 | 1 | 0 | 00.0 |
| Caldwell | 3 | 3 | 3 | 100.0 |
| Cloud | 30 | 29 | 9 | 31.0 |
| Dodge | 29 | 22 | 18 | 81.8 |
| Enterprise | 5 | 4 | 2 | 50.0 |
| Fabrique | 3 | 3 | 0 | 00.0 |
| Franklin | 19 | 19 | 14 | 73.7 |
| Funston | 15 | 14 | 13 | 92.9 |
| Harry St. | 20 | 16 | 8 | 50.0 |
| Ingalls | 8 | 7 | 7 | 100.0 |
| Irving | 4 | 4 | 3 | 75.0 |
| Lincoln | 17 | 17 | 15 | 88.2 |
| Linwood | 16 | 16 | 8 | 50.0 |
| Longfellow | 27 | 24 | 16 | 66.7 |
| L'Ouverture | 11 | 10 | 4 | 40.0 |
| MacArthur | 19 | 15 | 5 | 33.3 |
| McCollom | 9 | 6 | 4 | 66.7 |
| Minneha | 14 | 0 | 0 | -- |
| Mueller | 9 | 8 | 6 | 75.0 |
| OK | 7 | 6 | 5 | 83.3 |
| Park | 11 | 5 | 1 | 20.0 |
| Payne | 16 | 14 | 7 | 50.0 |
| Rogers | 16 | 15 | 6 | 40.0 |
| Sim | 3 | 2 | 2 | 100.0 |
| Washington | 16 | 15 | 7 | 46.7 |
| Wells | 16 | 16 | 13 | 81.3 |
| Woodman | 12 | 8 | 7 | 87.5 |
| Holy Savior | 11 | 11 | 7 | 63.6 |
| St. Josephs | 4 | 4 | 4 | 100.0 |
| Our Lady of Guadalupe | 4 | 4 | 3 | 75.0 |
| TOTALS | 411 | 350 | 219 | 62.6 |

TABLE 03.6
NUMBER AND PERCENT ACHIEVING PERFORMANCE OBJECTIVE
THIRD GRADE
TITLE I ELEMENTARY MATHEMATICS, 1975-76

| School | Participants | Participants with Post-test Scores | Participants Achieving Objective | |
|---|---|---|---|---|
| | | | Number | Percent |
| Alcott | 4 | 3 | 3 | 100.0 |
| Ark. Ave. | 18 | 17 | 9 | 52.9 |
| Bryant | 2 | 2 | 1 | 50.0 |
| Caldwell | 1 | 1 | 1 | 100.0 |
| Cloud | - | - | - | -- |
| Dodge | 21 | 18 | 7 | 38.9 |
| Enterprise | 9 | 9 | 4 | 44.4 |
| Fabrique | 6 | 6 | 3 | 50.0 |
| Franklin | 21 | 21 | 18 | 85.7 |
| Funston | 13 | 13 | 4 | 30.8 |
| Harry St. | - | - | - | -- |
| Ingalls | 6 | 5 | 3 | 60.0 |
| Irving | - | - | - | -- |
| Lincoln | - | - | - | -- |
| Linwood | 9 | 9 | 4 | 44.4 |
| Longfellow | 7 | 7 | 0 | 00.0 |
| L'Ouverture | 5 | 5 | 1 | 20.0 |
| MacArthur | 6 | 6 | 2 | 33.3 |
| McCollom | 6 | 5 | 2 | 40.0 |
| Minneha | 1 | 0 | 0 | -- |
| Mueller | 14 | 14 | 6 | 42.9 |
| OK | 4 | 3 | 1 | 33.3 |
| Park | 12 | 5 | 5 | 100.0 |
| Payne | 17 | 15 | 1 | 6.7 |
| Rogers | 21 | 21 | 10 | 47.6 |
| Sim | 1 | 0 | 0 | -- |
| Washington | 10 | 10 | 10 | 100.0 |
| Wells | 5 | 2 | 2 | 100.0 |
| Woodman | 9 | 8 | 3 | 37.4 |
| Holy Savior | 4 | 4 | 4 | 100.0 |
| St. Josephs | 2 | 1 | 1 | 100.0 |
| Our Lady of Guadalupe | - | - | - | -- |
| TOTALS | 234 | 210 | 105 | 50.0 |

TABLE 03.7
NUMBER AND PERCENT ACHIEVING PERFORMANCE OBJECTIVE
FOURTH GRADE
TITLE I ELEMENTARY MATHEMATICS, 1975-76

| School | Partici-pants | Participants with Post-test Scores | Participants Achieving Objective | |
|---|---|---|---|---|
| | | | Number | Percent |
| Alcott | 33 | 29 | 10 | 34.4 |
| Ark. Ave. | 20 | 18 | 11 | 61.1 |
| Bryant | 9 | 9 | 4 | 44.4 |
| Caldwell | 7 | 7 | 2 | 28.6 |
| Cloud | 37 | 33 | 13 | 39.4 |
| Dodge | 50 | 45 | 33 | 73.3 |
| Enterprise | 1 | 1 | 0 | 00.0 |
| Fabrique | 8 | 8 | 1 | 12.5 |
| Franklin | 16 | 16 | 11 | 68.8 |
| Funston | 14 | 14 | 1 | 7.1 |
| Harry St. | 36 | 30 | 22 | 73.3 |
| Ingalls | 4 | 4 | 2 | 50.0 |
| Irving | - | - | - | -- |
| Lincoln | 20 | 19 | 15 | 78.9 |
| Linwood | 20 | 20 | 10 | 50.0 |
| Longfellow | 25 | 25 | 3 | 12.0 |
| L'Ouverture | 4 | 4 | 1 | 25.0 |
| MacArthur | 24 | 21 | 12 | 57.1 |
| McCollom | 12 | 11 | 2 | 18.2 |
| Minneha | 12 | 12 | 4 | 33.3 |
| Mueller | 19 | 18 | 4 | 22.2 |
| OK | 4 | 4 | 2 | 50.0 |
| Park | 9 | 7 | 1 | 14.2 |
| Payne | 29 | 24 | 13 | 54.2 |
| Rogers | 15 | 13 | 5 | 38.5 |
| Sim | - | - | - | -- |
| Washington | 19 | 19 | 11 | 57.9 |
| Wells | 22 | 20 | 9 | 45.0 |
| Woodman | 14 | 10 | 2 | 20.0 |
| Holy Savior | 10 | 10 | 2 | 20.0 |
| St. Josephs | 3 | 3 | 2 | 66.7 |
| Our Lady of Guadalupe | 10 | 10 | 5 | 50.0 |
| TOTALS | 506 | 464 | 213 | 45.9 |

TABLE 03.8
NUMBER AND PERCENT ACHIEVING PERFORMANCE OBJECTIVE
FIFTH GRADE
TITLE I ELEMENTARY MATHEMATICS, 1975-76

| School | Partici-pants | Participants with Post-test Scores | Participants Achieving Objective | |
|---|---|---|---|---|
| | | | Number | Percent |
| Alcott | - | - | - | -- |
| Ark. Ave. | 15 | 11 | 6 | 54.5 |
| Bryant | 15 | 13 | 6 | 46.2 |
| Caldwell | 2 | 2 | 1 | 50.0 |
| Cloud | 21 | 21 | 6 | 28.6 |
| Dodge | 29 | 25 | 9 | 36.0 |
| Enterprise | 1 | 1 | 1 | 100.0 |
| Fabrique | 1 | 1 | 1 | 100.0 |
| Franklin | 11 | 11 | 6 | 54.5 |
| Funston | 16 | 16 | 10 | 62.5 |
| Harry St. | 15 | 5 | 3 | 60.0 |
| Ingalls | 4 | 4 | 0 | 00.0 |
| Irving | 6 | 6 | 0 | 00.0 |
| Lincoln | 20 | 18 | 11 | 61.1 |
| Linwood | 11 | 11 | 10 | 90.9 |
| Longfellow | 22 | 22 | 8 | 36.4 |
| L'Ouverture | 3 | 3 | 0 | 00.0 |
| MacArthur | - | - | - | -- |
| McCollom | 9 | 7 | 1 | 14.3 |
| Minneha | 13 | 12 | 10 | 83.3 |
| Mueller | 4 | 4 | 0 | 00.0 |
| OK | 3 | 2 | 1 | 50.0 |
| Park | 5 | 5 | 3 | 60.0 |
| Payne | 19 | 15 | 1 | 6.7 |
| Rogers | - | - | - | -- |
| Sim | 5 | 5 | 1 | 20.0 |
| Washington | 11 | 11 | 6 | 54.5 |
| Wells | 23 | 22 | 10 | 45.5 |
| Woodman | 6 | 4 | 4 | 100.0 |
| Holy Savior | 6 | 6 | 3 | 50.0 |
| St. Josephs | 8 | 7 | 2 | 28.6 |
| Our Lady of Guadalupe | 8 | 8 | 5 | 62.5 |
| TOTALS | 312 | 278 | 125 | 45.0 |

TABLE 03.9
NUMBER AND PERCENT ACHIEVING PERFORMANCE OBJECTIVE
SIXTH GRADE
TITLE I ELEMENTARY MATHEMATICS, 1975-76

| School | Participants | Participants with Post-test Scores | Participants Achieving Objective | |
|---|---|---|---|---|
| | | | Number | Percent |
| Alcott | 11 | 10 | 6 | 60.0 |
| Ark. Ave. | - | - | - | -- |
| Bryant | 12 | 12 | 5 | 41.7 |
| Caldwell | 3 | 3 | 1 | 33.3 |
| Cloud | 9 | 9 | 3 | 33.3 |
| Dodge | 4 | 4 | 1 | 25.0 |
| Enterprise | 1 | 1 | 0 | 00.0 |
| Fabrique | 5 | 5 | 2 | 40.0 |
| Franklin | 3 | 3 | 1 | 33.3 |
| Funston | 8 | 8 | 7 | 87.5 |
| Harry St. | 12 | 10 | 9 | 90.0 |
| Ingalls | 5 | 5 | 2 | 40.0 |
| Irving | 13 | 11 | 9 | 90.0 |
| Lincoln | 14 | 12 | 4 | 33.3 |
| Linwood | 36 | 36 | 26 | 72.2 |
| Longfellow | 18 | 18 | 7 | 38.9 |
| L'Ouverture | 10 | 10 | 4 | 40.0 |
| MacArthur | - | - | - | -- |
| McCollom | 8 | 5 | 4 | 80.0 |
| Minneha | 5 | 5 | 4 | 80.0 |
| Mueller | 7 | 7 | 5 | 71.4 |
| OK | - | - | - | -- |
| Park | 3 | 1 | 0 | 00.0 |
| Payne | 29 | 27 | 9 | 33.3 |
| Rogers | 15 | 15 | 8 | 53.3 |
| Sim | 3 | 2 | 1 | 50.0 |
| Washington | 12 | 11 | 3 | 27.3 |
| Wells | 10 | 10 | 5 | 50.0 |
| Woodman | 7 | 7 | 4 | 57.1 |
| Holy Savior | 5 | 4 | 1 | 25.0 |
| St. Josephs | 6 | 6 | 4 | 66.7 |
| Our Lady of Guadalupe | 2 | 2 | 1 | 50.0 |
| TOTALS | 276 | 259 | 136 | 52.5 |

TABLE 03.10
SUMMARY OF ACHIEVEMENT RESULTS
TITLE I ELEMENTARY MATHEMATICS, 1975-76

| Grade | Number of Participants | | | | Number Above Criterion Score | | Number Achieving Objective(s) | Percent Achieving Objective(s)* |
|---|---|---|---|---|---|---|---|---|
| | Total | With Pre-test Scores | With Post-test Scores | With Both | Pre | Post | | |
| Kdg | 443 | 389 | 368 | 317 | 6 | 185 | 283 | 76.9 |
| First | 516 | 424 | 433 | 373 | 2 | 135 | 236 | 54.5 |
| Second | 411 | 348 | 352 | 313 | 2 | 122 | 219 | 62.2 |
| Third | 234 | 194 | 210 | 180 | 0 | 67 | 105 | 50.0 |
| Fourth | 506 | 429 | 464 | 402 | 2 | 103 | 213 | 45.9 |
| Fifth | 312 | 266 | 278 | 235 | 3 | 64 | 125 | 45.0 |
| Sixth | 276 | 246 | 259 | 234 | 3 | 77 | 136 | 52.5 |
| TOTAL | 2698 | 2296 | 2364 | 2054 | 18 | 753 | 1317 | 55.7 |

*Percents are based on number of participants with posttest scores.

## RECOMMENDATIONS

The majority of those Elementary Mathematics participants with complete test data achieved the performance objectives. However, the percent of participants achieving the stated objectives varied considerably over the grade levels, indicating a need to further refine the performance objectives specific to some of the grade levels. The program is recommended for continuation.

04.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# PROGRAM FOR CHILDREN IN

# INSTITUTIONS FOR THE NEGLECTED

# 1975-76

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Terry E. Moore, Research Assistant
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# PROGRAMS IN INSTITUTIONS FOR NEGLECTED CHILDREN, 1975-76

## SUMMARY

During the 1975-76 school year, four homes for neglected children participated in the Title I project. These homes were served by nine teachers who provided corrective or remedial tutored instruction in reading or mathematics. The total number of children who particpated in the program was 111. However, due to a high rate of pupil mobility, the average daily membership was approximately 48. Formal evaluation was hampered by the fact that pre and posttest data were available for only a small percentage of participants. The program was recommended for continuation with major modifications.

## ACTIVITY CONTEXT

Regardless of the quality of care a child receives in an institutional setting, it is difficult for him to receive the same amount and kind of praise and attention given to children in more normal home environments having stable family relationships. Receiving parental encouragement and expression of interest in his or her school experience helps to motivate the child toward achievement in the academic setting. Lacking this kind of parental attention, the child finds less satsifaction in achieving success in school. In response to this problem, the Title I project directors felt that some sort of compensatory effort needed to be directed toward the residential homes for neglected children. Conferences with institutional directors determined the kinds of programs most desired when the program was initiated.

The nature of the program has changed considerably since the program's initial implementation in 1966-67. At that time, Title I funds were made available to provide enrichment opportunities in music, art, and physical education. During the years following, the program was expanded to include corrective reading, corrective mathematics, crafts, home economics, and counseling services. In 1973-74, the program was restricted to corrective reading and mathematics instruction. The emphasis has remained on those two components for the past two years.

The Title I program for children in institutions for the neglected was operated in four homes during the 1975-76 school year: Maude Carpenter Children's Home, Phyllis Wheatley Children's Home, Wichita Children's Home, and United Methodist Youthville Group Home. The homes are all located in Wichita.

# PROGRAM DESCRIPTION

## Scope

Throughout the school year, a total of 111 children from the four residential children's homes participated in the program. The children ranged in grade level from kindergarten through the twelth grade. The program's major objective was to provide supplemental instruction in reading and mathematics. Eighty-one children participated in mathematics instruction; 101 children received reading instruction.

## Personnel

Nine teachers from the school district teaching staff were employed part-time. Each teacher spent six hours per week at one of the residential homes. Instruction was provided during the evenings. Instructors were assigned to homes in the following manner: Methodist Youthville and Maude Carpenter Children's Home each had one reading teacher; Wichita Children's Home had two reading teachers and one math teacher; Phyllis Wheatley Children's Home had two reading and two math teachers. Program supervision and inservice training was performed by the Title I Parent Coordinator.

## Activities

The program's main thrust was the improvement of basic skills in reading and mathematics. Instructional techniques similar to those used in Title I Corrective Reading and Mathematics programs were employed to improve the pupils' basic skills. The major instructional methods were individualized instruction, reinforcement of concepts, and establishment of motivational emphasis. The instructors worked with children both individually and in small groups, and met with the pupils one or more times per week, according to each child's needs. Math and reading instruction was occasionally integrated with other activities in order to increase pupil interest and to demonstrate practical application of basic skills. Learning kits, math and word games, and teacher prepared materials were the most frequently used instructional materials. Each instructor received a small budget for materials and supplies.

## Budget

A. SALARIES

| | | |
|---|---|---|
| 6 Reading Teachers<br>3 Mathematics Teachers | $11,970 | |
| Preservice and Inservice | 60 | |
| | | $12,030 |

B. CONTRACTED SERVICES

None

C. OTHER EXPENSES

| | | |
|---|---|---|
| Supplies (9 teachers x $200) | $ 1,800 | |
| Equipment | 100 | |
| | | $ 1,900 |
| | | $13,930 |

Based upon the total number of participants (111), the per pupil expenditure was $137.67. However, if the full time equivalent number of pupils (48) is considered, the per pupil expenditure was $318.37.

## EVALUATION

Programs for neglected children were planned to provide an additional input into the range of experience of institutionalized children. Emphasis was given to the strengthening of basic academic skills. The performance objectives were stated as follows:

1. Children residing in institutions for neglected children will improve their reading knowledge as shown by posttest scores greater than pretest scores on the McGrath Reading Tests.

2. Children residing in institutions for neglected children will improve their mathematics skills as shown by posttest scores greater than pretest scores on a locally developed mathematics skill sheet.

Participation statistics appear in Table 04.1. Participation was almost evenly divided between girls and boys. Nearly three fourths of the participants were white; one fifth were black. A slightly greater number of participants were in grades three, five, and six; however, the participation by grade was fairly evenly distributed.

TABLE 04.1

NEGLECTED CHILDREN'S INSTITUTIONAL PROGRAMS
PARTICIPATION STATISTICS
1975-76

| Grade | Sex | | Race* | | | | | Total |
|---|---|---|---|---|---|---|---|---|
| | Male | Female | 1 | 2 | 3 | 4 | 5 | |
| Kindergarten | 2 | 2 | 3 | | 1 | | | 4 |
| First | 7 | 1 | 6 | 1 | 1 | | | 8 |
| Second | 4 | 3 | 7 | | | | | 7 |
| Third | 5 | 7 | 7 | | 5 | | | 12 |
| Fourth | 3 | 4 | 5 | | 2 | | | 7 |
| Fifth | 11 | 3 | 11 | 1 | 2 | | | 14 |
| Sixth | 5 | 12 | 12 | 2 | 2 | 1 | | 17 |
| Seventh | 3 | 3 | 4 | 1 | | | 1 | 6 |
| Eighth | 5 | 2 | 4 | | 2 | | 1 | 7 |
| Ninth | 3 | 7 | 9 | | 1 | | | 10 |
| Tenth | 4 | 4 | 5 | | 3 | | | 8 |
| Eleventh | 1 | 4 | 3 | | 2 | | | 5 |
| Twelth | 1 | 0 | 1 | | | | | 1 |
| Ungraded | 3 | 2 | 4 | | 1 | | | 5 |
| Total | 57 | 54 | 81 | 5 | 22 | 1 | 2 | 111 |
| Percent | 51.4 | 48.6 | 73 | 4 | 20 | 1 | 2 | 100 |

*Race Key: 1=Caucasian; 2=Asian American; 3=Black; 4=Spanish Mexican; 5=American Indian

Pre and posttest data were available for 45 of the 101 reading participants. Of these 45 participants, 29 achieved gains in reading scores as measured on the standardized tests. Both McGrath Reading Tests and reading subtests of the California Achievement Test (CAT) were used in assessing pupil progress.

A mean grade equivalent gain was computed for the participants tested with the CAT. The mean grade equivalent gain was 7.1 months. The average length of time in the program for these participants was 5.7 months. In other words, those participants with complete CAT test data, on the average, achieved grade equivalent gains greater than the amount of time spent in the program.

Complete test data were available for 30 of the 81 math participants. Of the 30 children with complete test data, 21 achieved a greater posttest score than pretest score, as measured by a locally developed math skills checklist. Therefore, 70 percent of the math participants with pre and posttest scores achieved the stated performance objective. The raw score gains ranged from two points to 32 points.

## RECOMMENDATIONS

As has been stated in program evaluation reports for the past two years, difficulties are encountered when conventional objectives are applied in atypical settings. Small class sizes, high pupil mobility, and lack of complete test data combine to make an evaluation of the achievement of performance objectives inconclusive. Serious doubts arise concerning the effectiveness of this type of program when implemented in neglected children's homes. Admittedly, many pupils residing in children's homes are deficient in basic reading and mathematics skills. However, these pupils need consistent corrective instruction in academic areas. The temporary and sporadic nature of pupil residence in these homes greatly reduces the opportunity for consistent, long-term contact between teacher and pupil.

It is recommended that experiences other than academic be provided. If possible within established guidelines, this project should offer the recreational, enrichment, and social experiences which may have been lacking in the developmental history of these institutionalized children. The program is recommended for continuation with the aforementioned major modifications.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# PROGRAM FOR THE DELINQUENT

# 1975-76

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# PROGRAM FOR THE DELINQUENT
1975-76

## SUMMARY

This program for delinquents provided reading and mathematics instruction to boys who were at Lake Afton Boys Ranch during the school year. One teacher and an instructional aide were provided through Title I funds. One hundred forty-five boys were served at the Lake Afton facility during the 1975-76 school year. The average daily enrollment was 28. The average number of days enrolled per participant was 35. An evaluation checklist was completed for each boy who was in the program 30 or more days. The summary of these ratings shows that most boys did show improvement. The category getting the highest percentage of the ratings was "slight improvement." It was recommended that the program be continued. It was also recommended that an objective measure such as the Wide Range Achievement Test be used as a pre and posttest rather than a checklist.

## ACTIVITY CONTEXT

Title I programs were started during the summer of 1967 in the institutions operated by the Sedgwick County Juvenile Court. The institutions were Friendly Gables for girls and Lake Afton Boys Ranch. Friendly Gables was closed in 1972. Since that time the Title I program for delinquents has been concentrated at Lake Afton Boys Ranch.

## PROGRAM DESCRIPTION

### Scope

Pupils served by the program were those boys assigned to the Ranch by the Juvenile Court. The main purpose of this program was to provide instruction in reading and mathematics to the institution residents.

### Personnel

One teacher and one aide were funded through Title I. Other teaching personnel funded by the Wichita Board of Education assisted in the program.

Procedures

During the 1975-76 school year the plan of instruction included three groups of pupils. Group one utilized teacher-initiated lessons, programmed work, and somewhat rigid teacher control. Basic reading and mathematics skills were emphasized. Pupils in group one moved to group two as they progressed in skills and behavior. Group two emphasized basic skills with less teacher-directed study. Project worksheets gave some direction to students. Group two students could progress to group three which allowed more freedom in choosing areas of skill development and more freedom of movement. Students in this group sometimes helped tutor others in basic skills.

Budget

| | |
|---|---|
| One teacher | $ 9,650 |
| One aide | 3,500 |
| Auto mileage from city limits to Lake Afton | 1,330 |
| Instructional supplies | 3,600 |
| Equipment | 1,000 |
| TOTAL | $19,080 |

EVALUATION

One hundred forty-five pupils were served at the Lake Afton facility during the 1975-76 school year. The average daily enrollment was 28. The average number of days each boy was enrolled was 35. The longest stay at the institution was 115 days and the shortest was one day.

Table 05.1 shows the grade and race of the boys participating in this program.

TABLE 05.1

GRADE AND RACE OF PARTICIPANTS IN LAKE AFTON BOYS RANCH
TITLE I PROGRAM
1975-76

| Grade | RACE | | | Total |
|---|---|---|---|---|
| | Caucasian | Black | Spanish Mexican | |
| 4 | 2 | - | - | 2 |
| 5 | 1 | 1 | - | 2 |
| 6 | 3 | 2 | - | 5 |
| 7 | 17 | 5 | 2 | 24 |
| 8 | 27 | 12 | - | 39 |
| 9 | 29 | 13 | 1 | 43 |
| 10 | 22 | 2 | - | 24 |
| 11 | 2 | 4 | - | 6 |
| TOTAL | 103 | 39 | 3 | 145 |

An evaluation checklist form was used to evaluate pupils who had been in the program 30 or more days. Table 05.2 shows the summary of the results of the pre - post student evaluation form completed by the teacher. Evaluation reports were submitted for 62 boys who had been in the program 30 or more days.

As shown by Table 05.2 most participants' reading skills at the beginning of the program were rated "below normal," with many rated "well below normal." The rating of the skills at the end of the program indicated the highest percentages were in the "slight improvement" category. The greatest improvement was in Dictionary Skills. Fifty-six percent of the ratings were "well below normal" at the beginning of the program. The end of program ratings showed that 69% had made slight, moderate, or much improvement. The reading Comprehension category had a higher percent of ratings in the improved category (71%), but only 40% had skills which were rated "well below normal" at the beginning.

In mathematics most participants' skills were rated "slightly below normal" or "normal or above" on Comprehension of the Numeration System and Basic Addition and Subtraction at the beginning of the program. The end of program ratings of skills on these two categories lose much value because of the high number of pupils not evaluated. It is not known why so many were not evaluated at the end of the program.

From the rating of skills it appears that the pupils made much progress in Basic Multiplication and Division, Operations with Fractions and Decimals, and Calculations Involving Lengths, Volumes, and Areas.

The ratings indicate that most pupils did make progress in the areas of reading and mathematics, although many were rated making "very little if any improvement."

TABLE 05.2

STUDENT EVALUATION FORM RESULTS
STUDENTS WHO ATTENDED 30 OR MORE DAYS
N=62

READING

| | At the beginning this student's skill is... | | | At the end of the program, this student has shown... | | | |
|---|---|---|---|---|---|---|---|
| | Well Below Normal | Slightly Below Normal | Normal or Above | Very Little If Any Improvement | Slight Improvement | Moderate Improvement | Much Improvement |
| Dictionary Skills | 56% | 34% | 10% | 31% | 40% | 24% | 5% |
| Word Meaning | 44% | 48% | 8% | 31% | 44% | 21% | 5% |
| Comprehension | 40% | 55% | 5% | 29% | 45% | 21% | 5% |
| Phonetic Analysis | 39% | 61% | - | 44% | 37% | 19% | - |
| Structural Analysis | 39% | 61% | - | 44% | 37% | 19% | - |

MATH

| | At the beginning this student's skill is... | | | At the end of the program, this student has shown... | | | | |
|---|---|---|---|---|---|---|---|---|
| | Well Below Normal | Slightly Below Normal | Normal or Above | Very Little If Any Improvement | Slight Improvement | Moderate Improvement | Much Improvement | No Evaluation |
| Comprehension of Numeration System | 29% | 26% | 45% | - | 6% | 29% | 10% | 55% |
| Basic Addition/ Subtraction | 29% | 31% | 40% | - | 6% | 24% | 29% | 40% |
| Basic Multiplication/ Division | 56% | 31% | 13% | 8% | 23% | 29% | 27% | 13% |
| Concepts/Operations with Fractions/Decimals | 82% | 18% | - | 34% | 26% | 18% | 21% | 2% |
| Measures/Calculations for Lengths/Areas/Volumes | 82% | 18% | - | 47% | 26% | 21% | 5% | 2% |

## RECOMMENDATIONS

It is recommended that the program be continued. A more objective measure of progress should be used, such as the Wide Range Achievement Test.

06.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# PRESCHOOL PROGRAM

# 1975-76

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# PRESCHOOL PROGRAM
# 1975-76

## SUMMARY

A total of 330 pupils were enrolled in the Title I Preschool Program. One hundred were three-year-olds and 230 were four-year-olds. The objective of 90 percent of the pupils in the program one year would score at the 50th percentile as measured by the Cooperative Preschool Inventory was achieved. Home visits by teachers and parent coordinators totaled 1360. There were 11 meetings for parents of three-year-olds and six meetings for parents of four-year-olds. Emphasis was placed on parental involvement in the program for three-year-olds.

## ACTIVITY CONTEXT

Title I preschool programs began in Wichita during the 1969-70 school year. Sixteen pupils who were on the Head Start waiting list were in this first group. The program expanded in 1970-71 to include two classes of approximately 20 pupils each. The present format began in 1971-72 and included 111 children. In 1972-73, 227 pupils were enrolled: 119 were four-year-olds and 108 were three-year-olds. The 1973-74 program had 113 four-year-olds and 115 three-year-olds enrolled. One hundred twenty-four four-year-olds and 93 three-year-olds were enrolled in 1974-75.

## PROGRAM DESCRIPTION

### Scope

Two hundred thirty four-year-olds and 100 three-year-olds were enrolled in the Title I Preschool Program during the 1975-76 school year. One class for the emotionally disturbed was also part of the program. Classes were one-half day, five days per week for four-year-olds and one half-day, four days per week for three-year-olds.

The emphases in the Title I Preschool Program were on language readiness skills, development of positive self-concepts, and physical coordination.

### Personnel

The personnel in the program were:

One program director (.4 position)
Five teachers of four-year-olds
Three teachers of three-year-olds

One teacher of the emotionally disturbed
One parent educator for the Toy Loan Program (.2 position)
Three parent coordinators
One nurse (.5 position)
One speech therapist (.4 position)
One baby sitter (part-time for parent meetings)
One secretary
Instructional aides (12 the first semester, 11 the second semester)
One custodian (.5 position)

Procedures

This report covers the 1975-76 school year. The program was housed at Kechi and Little Early Childhood Education Centers operated by the Wichita Public School District.

Classroom activities included small group activities, sequential activities, and individual interaction with materials. Activities were designed to further social adjustment, cognitive development, physical coordination, and language development. Some of the areas covered during the year were self-concept, shapes and colors, health and hygiene, number concepts, and sensory experiences. An example of a teacher monthly plan sheet is given on page 06.03.

Some pupils were placed in the room for the emotionally disturbed from regular classes. All were returned to regular classes at sometime during the year. The parents of the pupils received assistance with home management of the child.

Field trips taken by four-year-olds were:

| | |
|---|---|
| Airport | Lumber yard |
| Bakery | Neighborhood walks |
| City parks | Post Office |
| Downtown Christmas display | Public library |
| Farm visits | Puppet show |
| Fire station | Shopping center |
| Grocery store | Shrine Circus |

Trips taken by three-year-olds included neighborhood walks, a neighborhood city park, Shrine Circus, department store Santa, zoo, airport, and a puppet show.

Pupils were provided breakfasts and hot lunches through U. S. Department of Agriculture subsidies. Efforts to assist families who had clothing and household needs were coordinated through the program with contributions from local business firms and civic groups.

Parent coordinators and teachers visited many homes of pupils during the school year. The teachers of three-year-olds had one day per week released time for home visits.

Parent coordinators were responsible for planning parent meetings throughout the school year. Parents were encouraged to provide home activities which would aid their child's development.

WICHITA PUBLIC SCHOOLS
Research and Evaluation Service: Division
Department of Program Evaluation

November

MONTHLY PLAN SHEET: TITLE I PRE-KINDERGARTEN PROGRAM

| SUBJECT | CONTENT OR SKILL | TEACHING ACTIVITY | MATERIALS USED | GOALS OR OBJECTIVE |
|---|---|---|---|---|
| Social Adjustment | Group Skills<br>Concept of Others - ability to work & play in a group | Singing together about friends<br>Make a mural together<br>Cook together<br>Discuss books & pictures<br>Share a cooky with a new friend | Record & books on moods and emotions<br>Cooking supplies & utensils<br>Paint, brown wrapping paper | Children will improve in their ability to label & recognize their own feelings<br>Children are developing a more positive feeling toward others & are developing a group identity |
| Cognitive Development | Sensory Skills<br>Perceptual Skills (Review colors, red, yellow, orange, intro. - Brown)<br>Science (Signs of Autumn) | Discuss & glue texture cardboard materials<br>"Feel Box" - children identify objects by feel<br>Prepare brown cookies & bake and decorate, parading, coloring, painting<br>Nature walk & discussion | variety of materials - sandpaper, cotton, velvet, sponge, linoleum<br>Common objects from classroom & home<br>Natural objects - brown paper, food, art materials<br>Items and foods, pinecone | Children will have experience in discriminating texture - feeling & noticing differences & in identifying objects by touch<br>Children will review all the Fall Colors & will be able to [illegible] |
| Physical Coordination | Rhythmic movement<br>Large muscle coordination | Indian Dances to Rhythm of Drum<br>Balance while walking | Indian Drums<br>records of Indian music<br>Balance Beam, Blocks, R.R. ties | Children will be aware of some of natures signs of Fall<br>Children will be developing body awareness & orientation to space as they dance around the room and balance themselves on office beams & railroad ties |
| Language Development | Receptive Language - Children gain information & concepts about Indian Customs & Thanksgiving traditions<br>Creative Dramatics | Read & discuss books & pictures about Indian Customs & Thanksgiving Story<br>[illegible], make Pilgrims<br>Indian hats, Indian Drums<br>Dress [illegible] Indians or Pilgrims for Thanksgiving Feast | Variety of Books & Pictures about Indians<br>Flannelgraph figures of Indians, Pilgrims, Mayflower<br>Brown Paper, paint, tree limbs<br>Black & white paper, paint, chalk | Children will gain some understa of Indian customs, how Pilgrim come to America, how Indians helped them, & why they had a Thanksgiving feast.<br>The children will display som understanding of these concept through creative dramatizatio |

PLEASE RETURN ALL FORMS TO THE DEPARTMENT OF PROGRAM EVALUATION AT THE END OF EACH MONTH.

The following meetings were held for parents of three-year-olds during the year:

Open House
Film "Motherly Love"
Toy Workshop
Christmas Party
Introduction to Family Consultation Services
Cooking demonstration
Creative dramatics
"Playing with Your Child"
Video tapes of class activities
Zoo - Picnic

Parents of four-year-olds:

Open House
Introduction of staff members - speech therapist, nurse, etc.
Introduction to Family Consultation Services
Bicentennial
"Playing with Your Child"
Stretching Dollars

A Toy Loan Program for three-year-olds was initiated in early March, 1974, and was continued through the 1975-76 school year. The purpose of this program was to involve parents in the home teaching of their children using materials from the Toy Library. A long-term goal is to help parents to be more aware of the contribution they can make to their children's education by being knowledgeable about and reinforcing school experiences.

The Toy Loan Program included one professional parent educator (.2 position) who managed the library. Teachers of three-year-olds visited homes and helped parents with toys and materials specifically related to the individual child's learning needs.

The library includes picture books, books for parents, books with accompanying recordings of the text, and a wide variety of toys. The toys are designed to help teach preschool skills such as number concepts, color concepts, reading readiness, science readiness, shape, size, speech, sound, vocabulary, and perceptual-motor skills.

## Budget

The budget for the total preschool program was $215,266 or approximately $652 per child. Included in the total budget was $78,466 for the program for three-year-olds which was $785 per child. Also included is a budget of $136,800 for the four-year-old program which is $595 per child.

## EVALUATION

The objectives of the program were:

To increase cognitive skills including development of pre-mathematics concepts of position, time, and number.

To develop discrimination skills in color, shape, categorization, function, physical properties, and sensory discrimination.

These objectives were measured by the Cooperative Preschool Inventory. The performance level was that 90 percent of the pupils in the program one year would score at the 50th percentile or above.

An additional objective in tne program for three-year-olds was to gain parental involvement in the education of the child. This objective was measured by responses to a questionnaire and attendance at meetings planned for parents. The performance level was 75 percent positive responses to selected questions on the questionnaire and 50 percent of the parents would attend at least nine meetings during the year.

There were 100 participants in the program for three-year-olds. Listed below are the three-year-olds by sex and race:

| | | | |
|---|---|---|---|
| Female | 50 | Caucasian | 27 |
| Male | 50 | Black | 65 |
| | | Spanish Mexican | 2 |
| | | American Indian | 2 |
| | | Other | 4 |

Two hundred thirty four-year-old participants are listed by sex and race:

| | | | |
|---|---|---|---|
| Female | 109 | Caucasian | 52 |
| Male | 121 | Black | 167 |
| | | Spanish Mexican | 6 |
| | | American Indian | 2 |
| | | Other | 3 |

The Cooperative Preschool Inventory was given as a pretest in the fall of 1975 and as a posttest in the spring of 1976. Classroom teachers administered both pre and posttests.

A pretest was also given at the beginning of the Summer, 1975, Early Start program. The purpose of this pretest was to measure the total preschool experience (six-week summer session plus the school year 1975-76).

The results of the pre and posttests are shown in Table 06.1.

TABLE 06.1

RESULTS OF THE COOPERATIVE PRESCHOOL INVENTORY
FOR
THREE AND FOUR-YEAR-OLDS

| | NATIONAL PERCENTILES | | |
|---|---|---|---|
| | PRETEST | POSTTEST Spring, 1976 | z SCORE GAIN |
| Four-year-olds June Pretest N=25 | 52 | 96 | 1.70 |
| Four-year-olds September Pretest N=126 | 50 | 87 | 1.13 |
| TOTAL FOUR-YEAR-OLDS N=151 | 45 | 89 | 1.36 |
| Three-year-olds June Pretest N=26 | 43 | 98 | 2.23 |
| Three-year-olds September Pretest N-45 | 37 | 93 | 1.81 |
| TOTAL THREE-YEAR-OLDS N=71 | 37 | 96 | 2.08 |

Percentiles were converted to z scores, then subtracted to give a true indication of relative gains.

The results shown in Table 06.1 indicate that both three-year-olds and four-year-olds made substantial gains.

The three-year-olds who had Early Start (June pretest) and the regular year had greater gains than those who had only the regular year. The difference in gains between the two groups was not statistically significant ($P>.05$).

The four-year-olds who had Early Start and the regular year (June pretest) had significantly higher gains than those who had only the regular year ($P<.001$).

In addition to the mean percentile and z-score calculations, the number of scores at or above the 50th percentile were counted. Ninety-four percent of the three-year-olds who were in the program one year scored at the 50th percentile or above. Ninety-two percent of the four-year-olds scored at the 50th percentile or above. The objective of 90 percent of the pupils in the program one year would score at the 50th percentile or above was met.

Parent participation in the child's education was an important part of the preschool program. The emphasis was placed on parents of three-year-olds. The objectives of the program for parents of three-year-olds were:

(a) Parents will have positive attitudes toward the educational process as measured by item nine on the parent questionnaire.

(b) Parents will have positive feelings about their ability to contribute to their children's learning experiences as measured by item ten on the questionnaire.

(c) Parents will be familiar with the educational objectives of the programs as measured by item four on the questionnaire.

(d) Parents will implement child guidance techniques within the home as measured by question three.

(e) Parents will use the adjunctive services of the program as measured by items five, six, and seven.

(f) Fifty percent of the parents will attend at least nine meetings as measured by item one on the questionnaire.

The specified performance level was 75 percent positive responses on questionnaire items which measure the particular objective.

A parent questionnaire was given to a stratified (by classroom) random sample of parents who had children in the program in May. The sample was approximately 13 percent of the total group. Eleven of the 12 questionnaires were returned. The results are given on pages 06.08-06.10.

The results from the questionnaire indicate that parent objectives (a), (b), (c), and (d) were met. Objective (e) was met by the parent coordinator part of adjunctive services, but not by the school nurse and speech teacher. However, the nurse was .4 fulltime and the speech teacher was .5 fulltime while the parent coordinator was fulltime. Objective (f) was not met. Only three (27%) of the respondents to the questionnaire indicated they had attended nine or more parent meetings.

Parent education in the program for four-year-olds did not receive the emphasis that was given to the program for three-year-olds. Therefore, specific objectives were not formulated. However, a questionnaire was sent to a 15 percent sample of parents. The results of this questionnaire are shown on pages 06.11-06.13.

Two parent coordinators made 639 home calls and had 493 telephone contacts with parents. They made 110 attempts at home calls where they received no response. Parent visits at school or a telephone call to school totaled 114.

Classroom teachers made 721 home visits. They made 434 phone calls to parents. Parents came to school or called 221 times. Home visit attempts with no response totaled 22.

There were eleven meetings for parents of three-year-olds including Open House. The average attendance was 27. Excluding Open House, the average attendance for ten regular meetings was 24.

Six meetings for parents of four-year-olds were held including Open House. The average attendance was 20. Excluding Open House, the average attendance of the five meetings was 14.

The Toy Loan program component included home visits by teachers of three-year-olds. The teachers completed a checklist for each home visit which involved the Toy Loan program. The tabulation of these checklists is give on pages 06.15-06.15.

PARENT QUESTIONNAIRE
Title I Preschool (Three-year-olds)
1975-76
Summary

N=11

1. How many of the parent meetings have you attended this school year?

| | | | | | |
|---|---|---|---|---|---|
| none | ____ | six | 1 | twelve | ____ |
| one | 2 | seven | ____ | thirteen | ____ |
| two | ____ | eight | ____ | fourteen | ____ |
| three | 2 | nine | 1 | fifteen | ____ |
| four | 2 | ten | ____ | | |
| five | 1 | eleven | ____ | (most of them) | 2 |

2. Have the meetings been interesting and useful to you?

Always 5 (45%) Most of the time 5 (45%) A few times 1 (9%)

Almost never --

3. Have you tried some of the child guidance methods which you learned at parent meetings?

Yes 10 (91%) No -- (It was not discussed) 1 (9%)

4. Do you feel you understand the reasons for the different classroom activities?

Always 4 (36%) Most of the time 7 (64%) Sometimes --

Almost never --

5. Have you talked with the school nurse?

Yes 6 (55%) No 5 (45%)

If you answered "yes" check one or more of the following:

| | | |
|---|---|---|
| A nurse visited in my home | | 1 |
| I visited with the nurse at school | | 4 |
| I visited with the nurse by telephone | | 3 |
| The nurse was: | Very helpful | 1 |
| | Helpful | 5 |
| | Little or no help | - |

6. Have you talked with the school speech teacher?

Yes 2 (18%) No 9 (82%)

If you answered "yes" check one or more of the following.

| | |
|---|---|
| A speech teacher visited in my home | 1 |
| I visited with the speech teacher at school | 1 |
| I visited with the speech teacher by telephone | 1 |
| The speech teacher was: Very helpful | 2 |
| Helpful | - |
| Little or no help | - |

7. Have you talked with the parent coordinator?

Yes 9 (82%) No 2 (18%)

If you answered "yes" check one or more of the following.

| | |
|---|---|
| A parent coordinator visited in my home | 6 |
| I visited with the parent coordinator at school | 6 |
| I visited with the parent coordinator by phone | 3 |
| The parent coordinator was: Very helpful | 6 |
| Helpful | 3 |
| Little or no help | - |

8. Please list some of the most important things you feel your child has learned this year.

| | | | |
|---|---|---|---|
| 6 | Colors | 1 | Learn to discipline her/himself |
| 5 | How to get along with others | 1 | About U.S. Post Office and mailbox |
| 3 | How to express her/himself better | 1 | Eat better |
| 3 | Different shapes | 1 | Recognizes his/her name |
| 3 | How to share | 1 | Manners |
| 2 | More independent | 1 | Safety |
| 2 | Respect for property | 1 | How to count |
| 1 | New vocabulary | 1 | No response |

9. How would you describe the way you feel about the education your child is getting at Little School? (check one)

| | |
|---|---|
| I think it is excellent | 10 (91%) |
| I think it is good | 1 ( 9%) |
| I think it is fair | - |
| I think it is poor | - |
| I think it is very poor | - |

10. As a result of parent meetings, workshops, and visits with Little School staff members, do you feel you are better able to help your child learn? (check one)

| | |
|---|---|
| I feel I can contribute much to helping my child learn | 8 (73%) |
| I feel I can contribute some to helping my child learn | 3 (27%) |
| I feel I can contribute little to helping my child learn | - |

11. Have you borrowed materials (toys, books, etc.) from the school library at Little School?

Yes 10 (91%) No 1 (9%)

12. What materials did you find most useful?

| | | | |
|---|---|---|---|
| 3 | No response | 1 | Animal dominoes |
| 2 | All were helpful | 1 | Matching blocks |
| | | 1 | Mail box |
| 2 | Building blocks | 1 | Peg set |
| 2 | Books with records | | |
| 1 | The game with different shapes | | |

13. Did you and your child play together with the materials?

Yes 10 (91%) No 1 (9%)

14. Did other members of your family play with your child and the materials?

Yes 9 (82%) No 2 (18%)

15. Did you child play alone with the materials?

Yes 9 (82%) No 2 (18%)

16. Has the parent educator or your child's teacher visited with you in your home about the materials from the Toy Loan Library?

Yes 10 (91%) No 1 (9%)

If so, was this visit:

| | |
|---|---|
| A great help | 5 |
| Helpful | 5 |
| Little or no help | - |

17. How would you rate the usefulness of these materials in helping you teach your child?

A great help 8 (80%) Helpful 2 (20%) Little or no help -

PARENT QUESTIONNAIRE
Title I Preschool (Four-year-olds)
1975-76
Summary

N=22

1. How many of the parent meetings have you attended this school year?

| | | | | | |
|---|---|---|---|---|---|
| none | 7 | six | 2 | twelve | |
| one | 6 | seven | | thirteen | |
| two | 2 | eight | | fourteen | |
| three | 4 | nine | | fifteen | |
| four | | ten | | | |
| five | 1 | eleven | | | |

2. Have the meetings been interesting and useful to you? N=15

Always 10 (67%) Most of the time 4 (27%) A few times -

Almost never - No response 1 (5%)

3. Have you tried new foods or new cooking methods which you learned at parent meetings? N=15

Yes 2 (13%) No 13 (87%)

4. Have you tried some of the child guidance methods which you learned at parent meetings? N=15

Yes 7 (47%) No 8 (53%)

5. Do you feel you understand the reasons for the different classroom activities?

Always 16 (73%) Most of the time 2 (9%) Sometimes 3 (14%)

Almost never 1 (5%)

6. Have you talked with the school nurse

Yes 10 (45%) No 12 (55%)

If you answered "yes" check one or more of the following:

| | | |
|---|---|---|
| A nurse visited in my home | | 4 |
| I visited with the nurse at school | | 2 |
| I visited with the nurse by telephone | | 6 |
| The nurse was: | Very helpful | 8 |
| | Helpful | 2 |
| | Little or no help | - |

7. Have you talked with the school speech teacher?

Yes 2 (9%) No 20 (91%)

If you answered "yes" check one or more of the following:

| | |
|---|---|
| A speech teacher visited in my home | 1 |
| I visited with the speech teacher at school | 1 |
| I visited with the speech teacher by telephone | - |

| | | |
|---|---|---|
| The speech teacher was: | Very helpful | 2 |
| | Helpful | - |
| | Little or no help | - |

8. Have you talked with the parent coordinator?

Yes 11 (50%) No 11 (50%)

If you answered "yes" check one or more of the following:

| | |
|---|---|
| A parent coordinator visited in my home | 5 |
| I visited with the parent coordinator at school | 6 |
| I visited with the parent coordinator by phone | 4 |

| | | |
|---|---|---|
| The parent coordinator was: | Very helpful | 6 |
| | Helpful | 4 |
| | Little or no help | - |
| | No response | 1 |

9. Please list some of the most important things you feel your child has learned this year.

| | | | |
|---|---|---|---|
| 12 | Colors | 1 | Other children's names |
| 10 | How to count | 1 | Kinds of animals |
| 10 | How to get along with others | 1 | Shapes & sizes |
| 3 | His/her name | 1 | To sit longer |
| 3 | To express her/himself better | 1 | To paint |
| 2 | Manners | 1 | Alphabet |
| 2 | Discipline | 1 | To share |
| 2 | Speech & vocabulary | 1 | New foods |
| 2 | Prepared him/her for a school situation | 2 | No response |
| 1 | Self confidence | | |

10. How would you describe the way you feel about the education your child is getting at Little School?

| | |
|---|---|
| I think it is excellent | 17 (77%) |
| I think it is good | 5 (23%) |
| I think it is fair | - |
| I think it is poor | - |
| I think it is very poor | - |

11. As a result of parent meetings, workshops, and visits with Little School staff members, do you feel you are better able to help your child learn?

| | |
|---|---|
| I feel I can contribute much to helping my child learn. | 11 (50%) |
| I feel I can contribute some to helping my child learn. | 10 (45%) |
| I feel I can contribute little to helping my child learn. | - |
| No response | 1 (5%) |

TITLE I PRESCHOOL TOY LOAN PROGRAM
CHECKLIST FOR PARAPROFESSIONAL HOME LIBRARIANS
1975-76
Summary

N=112

1. Was this your first visit to this home? (check which number if not first visit)

   Yes 6 (5%) Second 45 40%) Third 31 (28%)

   Other 29 (26%) No response 1 (1%)

2. What was the attitude of the parent(s) in general regarding school?

   Positive 86 (77%) Slightly positive 22 (20%)

   Neutral 2 (2%) Negative 2 (2%)

3. What was the general attitude of the parent(s) regarding the Toy Loan program and your visit?

   Enthusiastic 64 (57%) Accepting 41 (37%) Neutral 6 (5%)

   Uncooperative 1 (1%)

4. What was the general attitude of the parent(s) toward working with the child?

   Enthusiastic 66 (59%) Interested 39 (35%) Neutral 5 (4%)

   Not interested 2 (2%)

5. Did you observe the parent(s) working with the materials and the child?

   Yes 83 (74%) No 29 (26%)

   If "yes", what were your impressions?

      A good situation 55 (66%) Fair 26 (31%)

      Not a good situation 2 (2%)

6. Did you demonstrate for the parent(s) how to work with the materials and the child?

   Yes 106 (95%) No 6 (5%)

7. Did the child have an adequate place to keep toys and materials?

   Yes 88 (79%) No 17 (15%) Unknown 7 (6%)

8. Did you feel that the Toy Loan Program was workable for this particular family?

Very much so 59 (53%) Has possibilities 44 (39%) No 7 (6%)

No response 2 (2%)

9. Did the parent(s) discuss school related concerns (other than the Toy Loan program) with you?

Yes 110 (98%) No 2 (2%)

10. Did the parent(s) discuss family related concerns with you?

Yes 90 (80%) No 14 (13%) No response 8 (7%)

Some items on the questionnaire for parents of three-year-olds referred to the Toy Loan program. Ninety-one percent of the respondents said they had used the library. Seventy-three percent indicated the materials were "a great help" in helping them teach their child. Twenty-seven percent said they were "helpful."

The Toy Loan Library continues to be judged by parents to be useful in helping them in the education of their children.

## RECOMMENDATIONS

Parent education, including the Toy Loan Library, should continue to be a major part of the program for three-year-olds.

As recommended in the 1974-75 report, a search should be continued for an appropriate instrument to replace the Cooperative Preschool Inventory. It is recommended that a committee of preschool teachers be formed for this purpose.

07.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# PARENT EDUCATION AIDE PROJECT

# 1975-76

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Terry E. Moore, Research Assistant
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

July, 1976

# PARENT EDUCATION AIDE PROGRAM, 1975-76

## SUMMARY

The Parent Education Aide Program (PEAP) was first implemented during the 1974-75 school year. The program was designed to provide pupils with individual and small group tutoring experiences, and to lend support to the task of encouraging parent participation in education. During the 1975-76 school year, a total of 34 Parent Aides were employed in 18 Title I target schools. Each aide worked approximately 21 hours per week. Title I pupils who were deficient in reading and/or math skills received tutoring services. In addition to tutoring pupils, the aides also contacted the parents of Title I pupils through phone calls, written notices, and home visitations. Parent Aides encouraged parental involvement and planned several open workshops to stimulate the parents' interest in the educational process.

## PROGRAM DESCRIPTION

### Scope

Parent Education Aides tutored Title I pupils in grades one through six. Pupils were tutored in the areas of reading and mathematics. Since the Parent Education Aide Program is supplemental to the Title I Corrective Reading and Elementary Mathematics programs, the performance objectives for those programs apply also to PEAP. An outline of the program's general objectives appears below.

General Objectives of Title I Parent Education Aide Program

1. Provide individual or small group tutoring in reading and math for children with educational needs as determined by classroom teacher, special reading teachers, or math aides and as scheduled by the building principal.

2. Provide information to parents about school activities and methods in which parents can be involved.

3. Recruit and schedule parents as classroom volunteers or to assist with other school activities.

4. Create an environment which encourages two-way communication between home and school.

5. Encourage parents to make a significant contribution to their children, their schools, and their communities.

Personnel

Thirty-four aides were employed for the 1975-76 school year. All of the aides were female; five were black and 29 were white. Nineteen Parent Aides had been employed as aides the previous year. Parent Aides were selected from among those recommended by principals of Title I schools. Selection was based on how active the applicant had been in school activities in the past and how well the applicant appeared to relate to pupils and staff. No previous educational or work experience was required.

The Title I Parent Coordinator provided project supervision and conducted preservice and inservice instruction for aides and Title I principals.

Procedures

Preservice instruction was given to the Parent Aides prior to the beginning of the school term. Preservice sessions were held at the Murdock Teacher Center the last two weeks in August. Math sessions were held for three hours each afternoon during the first week. Reading sessions were held the second week, for three hours each morning. Some of the aides were not selected in time to attend all of the preservice sessions.

Ten inservice meetings were held during the course of the school year. These sessions were designed to provide continuing instruction in materials, methods, and human relations. Below is a list of inservice topics:

Home Contacts - Social Worker and Parent Involvement Worker, Follow Through
Reading Skills - Program Specialist
Math Skills - Title I Math Aide Coordinator
Communication Workshops - Human Relations Consultant
Audio-Visual - School Service Center
Laminating Workshop
Newspapers in the Classroom - Nancy Sparks
Metric Awareness - Title I Math Consultants
"Parents Are People" - Dr. John Valusek, W.S.U.
"Learning Disabilities--How Parents Can Help" - Eunice Nelson, W.S.U.

As an additional part of inservice activities, Parent Aides had the opportunity to improve their communication skills through a university course. The Parent Education Aide Program paid the tuition for English 101 at Wichita State University for any aide who wished to enroll. The interest shown toward participation in the class was good, however, due to family responsibilities and transportation problems, several of the aides were unable to complete the course.

Each Parent Aide was assigned to a Title I target school. Individual and small group tutoring took place in the school. In some cases, a separate room equipped with resource materials was used for tutoring. At some schools, the Parent Aide met the tutees in the established reading or math lab.

Parent Aides spent three hours each morning, five days per week, tutoring pupils in the target schools. Three hours each afternoon on Wednesday and Thursday were spent in inservice instruction, staff meetings, and materials preparation.

Title I target schools were grouped into clusters to facilitate the organization of staff meetings, inservice sessions, and workshops. The target schools were divided into five clusters; each cluster designated a chairperson and a secretary.

## Activities

Building principals assigned Parent Aides as needed to classroom teachers, labs, or individual children. Title I pupils were chosen by the classroom or special teacher to receive tutoring. The pupils left their classroom for a certain period of time during the morning to work with the Parent Aides. In this way, each aide tutored several pupils during the day. Instruction was individually programmed, based on the pupil's level of performance and special needs. Depending upon educational need, some pupils saw the tutor more frequently than other pupils. Pupils were tutored on either an individual or small-group basis.

## Instructional Equipment and Materials

The equipment and materials available to Parent Aides varied widely among schools. Some schools provided separate rooms while other schools assigned the aide to the reading or math lab. In some schools only a bare room was provided. Title I Corrective Reading and Elementary Mathematics curriculum materials were used. In addition to the regular program materials, the Parent Aides made many instructional games, learning activities, and visual displays for use in their tutoring sessions.

## Parent-Community Involvement

Involving parents of Title I children in school activities was a major goal of the project. Parent involvement was achieved through a variety of communications and activities. Each cluster of target schools published a newsletter in December. The newsletters contained information about school activities, and suggested crafts and activities for parents and children to share over the Christmas holiday. The aides made parent contacts throughout the school year. The parents were informed of school activities, asked to volunteer their services, and notified of parent workshops.

Parent-community involvement in education was encouraged through parent workshops. Each cluster of target schools planned and conducted workshops for Title I parents. Below is a list of some of the workshop topics:

Learning to Read - Reading Specialists
Let's Make Math Games - Math Aides
Houseplants - Yellow Brick Road
Christmas Crafts - Y.W.C.A.
How to Talk with Your Child, and Dealing with Children's Fears - Follow Through Psychological Consultant
Macrame - Parent Aides
Drug Abuse - Wichita Police Department

Twenty-two workshops were held during the year by either clusters of schools or single schools. The number of parents in attendance at the workshops ranged from six to 107. The median number in attendance was about 23. Although attendance at the workshops was sometimes disappointing, those parents who attended responded very favorably to the presentations and activities.

Budget

| | | | |
|---|---|---|---|
| A. | SALARIES | | |
| | 1 Parent Coordinator | $ 9,608 | |
| | 30 Parent Education Aides | 68,000 | |
| | Preservice Training | 3,240 | |
| | Babysitting | 800 | |
| | | | $ 81,648 |
| B. | CONTRACTED SERVICES | | |
| | Consultants for Workshops and Inservice | | 2,047 |
| C. | OTHER EXPENSES | | |
| | Refreshments | 400 | |
| | Supplies | 3,500 | |
| | Auto Allowance | 2,560 | |
| | Travel (Out of town) | 500 | |
| | | | 6,960 |
| | TOTAL | | $ 90,655 |

EVALUATION

The performance objectives for pupils in Title I Corrective Reading and Elementary Mathematics apply also for the pupils tutored in the Parent Aide program. Achievement of these objectives are assessed in separate reports on the reading and math programs.

A brief summary of the PEAP process objectives and the person(s) responsible for each of the activities appears below:

PEAP PROCESS OBJECTIVES

| Person(s) Responsible | Activity |
|---|---|
| Parent Coordinator | 1. Publicize Parent Education Aide Program and the need for parent aides |
| | 2. Plan and conduct inservice for Title I principals |

| | |
|---|---|
| Parent Coordinator (cont'd) | 3. Select parent aides |
| | 4. Plan and conduct parent aide preservice and inservice training |
| | 5. Provide project supervision daily |
| Title I School Principal | 1. Assist Parent Coordinator in selection of parent aides |
| | 2. Schedule parent aides for tutoring |
| | 3. Maintain parent aide time sheets and report time to Business Division |
| Classroom Teacher, Special Reading Teacher, Math Lab Aide | 1. Schedule pupils for individual or small group tutoring sessions with parent aide |
| Reading Teachers, Math Consultants, Aides, Classroom Teachers | 1. Conduct individual or small group tutoring sessions with Title I pupils as assigned |
| | 2. Schedule and conduct home calls or parent visitations |
| | 3. Provide feedback for information or concerns from home to school |

Some of the Parent Aides were asked to prepare a brief case history on a child whom they had tutored during the year. Attitude, achievement, and behavior changes are evident in the children described in the following two Paremt Aide reports.

> The student I am writing about is a boy in the first grade. I tutored him in reading and math. I spent one hour and forty minutes a week with this student.
>
> His level of learning at the beginning of school was very low. His reading level at present time is first grade in the 9th month.
>
> His behavior has greatly improved. His attention span was very short (when you could manage to get his attention). He was very active, clothes buttoned wrong, shoes on the wrong feet and untied. Now he comes to school with shoes tied and is able to sit and listen and follow directions.
>
> Parent Aide at Irving Elementary

> As a parent aide, I tutor many children from the first grade. One six-year-old little boy is very special. When he first started coming to me, he didn't know how to count. I used to tutor him (in a group) for one hour or more every day. Now, he loves math (he can count, add and subtract); he has confidence; he has become more outgoing, very interested in his work; more friendly with peers, more talkative; very pleased with himself and his work. Result: I only get to tutor him about three times a week now.
>
> I also tutor a couple of girls (first grade) who have made remarkable progress; however, they knew more than the boy to start with.
>
> I do not have any behavior problems with any of the children. For the most part, they are interested and eager to learn.
>
> One little boy and one little girl do not do well in a group. They need extra attention; however, they do excellent work on a one-to-one basis.
>
> Parent Aide at Park Elementary

Parent Aides kept monthly logs of the tutoring contacts they had with the pupils. On the average, Parent Aides at each school tutored from 33 to 46 children per month. The number of contacts per school per month ranged from 10 to 95.

Each aide also kept a log of the parent contacts. During 1975-76, the Parent Aides at all the target schools combined, achieved a total of 8,920 parent contacts. The average number of contacts per school was 495. This represents an increase over the previous year's average number of parent contacts, which was 419.

During the year, the Parent Aides recruited 892 parent volunteers (duplicated count). A greater emphasis was placed on recruiting parent volunteers this year. Thie first year of program implementation, 108 parent volunteers were recruited. This year's total of 892 volunteers represents a sizable increase.

The 18 schools with aides were ranked according to both the number of contacts made and the number of volunteers recruited. The two ranking varied considerably. A rank order correlation was calculated to determine what relationship existed between number of contacts and number of volunteers. The rank order correlation coefficient (.14, N=18) was so low, it was assumed that no significant relationship existed between the two rankings, i.e., there was no correlation between number of parent contacts and number of volunteers recruited. Although not all parent contacts were made with the purpose of recruiting volunteers, the lack of correlation might suggest that, at some schools, no amount of effort will result in sufficient recruitment of parent volunteers.

Locally developed questionnaires were given to Title I parents and to teachers in Title I schools. Many of the questions on these forms asked for written comments which were too long and numerous to record in this report.

Responses to some of the specific questions are reported below. Not all of the teachers and parents returned the forms.

## Teacher Questionnaire

| Yes | No | | |
|---|---|---|---|
| 51 | 0 | 1. | Has individual and small group tutoring been effective? |
| 51 | 2 | 2. | Do you feel that there is a need for parent contacts in your building? |
| 42 | 3 | 3. | Have Parent Aides been helpful in involving parents in school activities? |
| 43 | 2 | 4. | Have Parent Aides been helpful in informing parents of school activities? |
| 47 | 1 | 5. | Have you seen positive results from Parent Aide contacts? |

## Parent Questionnaire

| Yes | No | | |
|---|---|---|---|
| 59 | 2 | 1. | Are you familiar with the work that Title I Parent Aides do in your school? |
| 17 | 37 | 2. | Do you think that volunteers can be recruited at your school to continue the work of Parent Aides? |
| 45 | 15 | 3. | Have you been contacted by telephone by a Title I Parent Aide? |
| 54 | 5 | 4. | Have you received written notices about parent workshops? |
| 49 | 9 | 5. | Have parent contacts been helpful in informing you of school activities? |
| 40 | 20 | 6. | Has your child received individual or small group tutoring from Parent Aides? |
| 40 | 2 | 7. | If so, have you seen any progress as a result of individual or small group tutoring? |

Judging from the comments written by classroom and special teachers, the communications problems which hampered the program's effectiveness the previous year, were largely eliminated. The quality of the aides preservice and inservice training was praised by both teachers and principals. Additional comments from both teachers and parents were heavily in favor of the Parent Education Aide Program. Principals from eleven target schools wrote letters of support for the program.

## RECOMMENDATIONS

The Parent Education Aide Program seems to have met its general objectives. Responses to the program from principals, teachers, and parents have been very positive. Although no data on the tutees' achievement scores were collected, 100% of the teachers responding to the questionnaire indicated that they judged the tutoring to have been effective. The program is recommended for continutation in its present form.

SS 01.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# EARLY START PROGRAM

# SUMMER 1976

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Terry E. Moore, Research Assistant
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# EARLY START
# SUMMER 1976

## SUMMARY

The Title I Early Start Program was conducted at Little and Rogers Childhood Education Centers. A total of 206 children who were three and four years of age participated in the six week program. Each of the twelve teachers was assisted by an instructional aide. Six social service workers assisted the teachers in recruitment, enrollment, and home visitation. The program provided activities designed to enhance the child's development of cognitive, social, and physical skills. Parent involvement was encouraged through an open house, parent meetings, and teacher-parent contacts.

Pretest and posttest data from the Cooperative Preschool Inventory were analyzed for a randomly selected fifteen percent sample of participants. Children in the three-year-old sample group (N=8) raised their mean percentile ranking from the 17th percentile to the 59th percentile. Children in the four-year-old sample group (N=23) gained in mean percentile ranking from the 60th percentile to the 81st percentile. The program was recommended for continuation.

## ACTIVITY CONTEXT

The Early Start program was first implemented during the summer of 1970. Investigations by the public school research department and the Wichita Guidance Center indicated that many preschool children living in Title I areas had restricted life experiences and limited language abilities. Early Start was designed to be a summer orientation to social and cognitive experiences and supplemental services for children who would participate in the Title I and Head Start preschool programs during the ensuing school year.

## PROGRAM DESCRIPTION

### Scope

Classes for three-year-olds were attended by 49 children; classes for four-year-olds were attended by 157 children. These children resided in Title I areas and planned to participate in preschool programs in the fall.

The objectives of the program were the development of the pupils' cognitive, social, and physical skills and the development of parent interest and positive attitudes toward education.

Personnel

Title I funded positions were filled by twelve classroom teachers, twelve instructional aides, six social service workers, one social service director, one nurse, two secretaries, and one custodian. All positions were less than eight hours per day.

The preschool teachers' duties included (1) providing for language, self concept, and mathematics awareness through a variety of curricular materials and activities, (2) planning and implementing field trip experiences, (3) conducting home visits, and (4) planning and presenting open house and workshop activities for the parents. The instructional aides assisted the teachers by working with small groups of children and supervising classroom and playground activities. The social service workers spent a large part of their time recruiting participants and conducting enrollment interviews. They also assisted the classroom teachers in problem-solving and parent visitation.

Procedures

This report covers the six week 1976 summer session held from June 14 through July 23. Ten Early Start classes were conducted at Little Early Childhood Education Center; two classes were held at Rogers Early Childhood Education Center. Bus transportation was provided.

Activities

The Early Start preschool teachers selected activities designed to enhance the child's development in four major areas: (1) social adjustment, (2) cognitive development, (3) physical coordination, and (4) language development. Some examples of the content and skills included in each of the four major areas are outlined below:

| Subject | Content or Skill |
|---|---|
| Social Adjustment | self concept, ability to work and play in a group, coping skills, recognition of classmates by name, recognition and labeling of moods and emotions |
| Cognitive Development | colors, shapes, spatial relationships, awareness of face and body, the senses, Independence Day and Bicentennial events |
| Physical Coordination | development of large and small muscles, eye-hand coordination, balance, spatial orientation, motor skills |

| Subject | Content or Skill |
|---|---|
| Language Development | receptive language: following directions, listening, imitating rhythm patterns |
| | productive speech: telling name, expanding vocabulary, participating in group language experiences |

Classes met daily from 9:00 to 12:00 for the six week period. Breakfast and lunch were served each day. Each teacher designed her own class schedule to provide learning experiences which were related to cognitive, social, and physical skills. The following is representative of the schedules of activities:

| | |
|---|---|
| 9:00 - 9:20 | Breakfast and Cleanup |
| 9:20 - 9:35 | Rug Time<br>talking, manipulative activities, finger play, songs |
| 9:35 - 9:50 | Outside<br>outdoor play with equipment selected to develop large muscle coordination |
| 9:50 - 10:10 | Story Time and Discussion<br>language development |
| 10:10 - 11:10 | Free Play<br>individual and small group centers, art activities, housekeeping and cooking experiences, manipulative objects |
| 11:10 - 11:30 | Rest Time<br>books, music, quiet activities |
| 11:30 - 12:00 | Lunch and Cleanup |

Although the teacher followed her own schedule, the classes remained flexible and less structured than it might appear from the above example. Early Start was designed to be an enjoyable orientation to the school experience, therefore strict adherence to rigid schedules was not encouraged.

The teacher-pupil ratio was about 1:17; however, the use of instructional aides further reduced the adult-pupil ratio to about 1:9. The small number of children per adult allowed the teachers and aides to give each child more individualized attention.

Classes of four-year-olds took field trips to local points of interest:

Riverside Park and Zoo
McConnell AFB (wading pool)
McAdams Park (picnic)
Sedgwick County Zoo
a peach orchard
Fairmount Park (wading pool)

The three-year-olds took field trips to Fairmount and McAdams Parks to enjoy the wading pool and the playground equipment. Both the children and their adult supervisors found these field trips to be very enjoyable experiences.

## Equipment and Materials

The equipment and materials used in the Early Start program included, but were not limited to:

- Peabody Language Kit
- Piagetian materials
- Early Science materials
- Montessori sensory materials
- Film strips, tape recordings, records, and audio visual materials focusing on language and mathematical concepts
- Paints and other art materials
- Playground equipment
- Puzzles, toys, games, rhythm sticks, puppets, beads, blocks, pegboards

## Parent Involvement

Teachers and social service workers encouraged parents to become involved in the Early Start program. Each teacher was expected to spend an average of an hour per day in home visits and telephone contacts. Topics of the parent-teacher visits included getting acquainted; attendance, health, or behavior problems; bus schedules; the child's progress; and information regarding parent meetings. Three parent meetings were held at the Little Center:

| Date | Purpose | Parent Attendance |
|---|---|---|
| June 23 | Open House | 53 |
| July 8 | Make & Take Workshop | 42 |
| July 22 | Making Toys Workshop | 46 |

These parent meetings, which provided further opportunities for visiting with parents, were conducted by the teachers and social service workers.

Budget

| | | |
|---|---|---|
| **A. SALARIES** | | |
| 12 Teachers | $ 9,744 | |
| 1 Social Service Director | 812 | |
| 6 Social Service Workers | 5,500 | |
| 12 Instructional Aides | 3,110 | |
| 1 Nurse | 812 | |
| 2 Secretaries | 1,000 | |
| 1 Custodian | 750 | |
| | | $ 21,928 |
| **B. CONTRACTED SERVICES** | | |
| Bus Transportation (daily & 9 field trips) | $ 3,960 | |
| Food Services | 1,050 | |
| Telephone | 200 | |
| | | 5,210 |
| **C. OTHER EXPENSES** | | |
| Teaching Supplies | $ 600 | |
| Auto Allowance and Travel | 871 | |
| | | 1,471 |
| Total Cost of This Activity | | $ 28,609 |

Based on the total enrollment of 206 children, the per pupil cost of this program was $138.88.

## EVALUATION

Stated briefly, the project's performance objective was as follows:

By the close of the six week summer session, the participants will have improved their cognitive (reading and math readiness), social, and physical skills from pretest to posttest, as measured by the Cooperative Preschool Inventory.

The Cooperative Preschool Inventory, Revised Edition (1970) was administered to all participants at the beginning of summer school. A fifteen percent random sample was posttested at the close of the session. Test results are based on pre and posttest data from this fifteen percent sample.

The number of participants by sex and race are reported in Table SS 01.1.

TABLE SS 01.1

PARTICIPATION
EARLY START, SUMMER 1976

| | Sex | | Race* | | | | |
|---|---|---|---|---|---|---|---|
| | M | F | 1 | 2 | 3 | 4 | 5 |
| N | 96 | 110 | 53 | 5 | 139 | 7 | 2 |
| % | 46.6 | 53.4 | 25.7 | 2.4 | 67.5 | 3.4 | 1.0 |

*Key: 1=Caucasian; 2=Asian American; 3=Black; 4=Spanish Mexican
5=American Indian

Attendance figures are reported in Table SS 01.2.

TABLE SS 01.2

ATTENDANCE
EARLY START, SUMMER 1976

| | |
|---|---|
| Total Days Possible | 5,457 |
| Total Days Attended | 4,030 |
| Average Days Attended Per Pupil | 19.56 |
| Attendance Percentage | 74% |
| Total Number of Pupils | 206 |
| Average Daily Attendance | 152 |

Summaries of test data for three-year-olds and four-year-olds appear in Table SS 01.3 and Table SS 01.4.

TABLE SS 01.3

PRESCHOOL INVENTORY
SUMMARY DATA
THREE-YEAR-OLDS
EARLY START, SUMMER 1976

| | Pre | Post |
|---|---|---|
| Number | 8 | 8 |
| Range of Scores | 8-25 | 8-42 |
| Mean Raw Score | 16.38 | 27.50 |
| Percentile | 17 | 59 |

TABLE SS 01.4

PRESCHOOL INVENTORY
SUMMARY DATA
FOUR-YEAR-OLDS
EARLY START, SUMMER 1976

| | Pre | Post |
|---|---|---|
| Number | 23 | 23 |
| Range of Scores | 10-56 | 15-61 |
| Mean Raw Score | 34.96 | 39.48 |
| Percentile | 69 | 81 |

As can be seen in Table SS 01.3, the three-year-old children achieved a pretest mean score of 16.38 and a posttest mean score of 27.50. These scores represented an increase in percentile ranking from the 17th percentile to the 59th percentile. The time elapsed from pretest to posttest was approximately one month. Percentiles were based on a national comparison group.

The four-year-old children with pretest and posttest data achieved a pretest mean score of 34.06 and a posttest mean score of 39.48. These scores represented rankings at the 69th percentile and 81st percentile, respectively, when compared to national norms. For this group also, the amount of time between pretest and posttest was approximately one month.

Both the three-year-olds and the four-year-olds raised their percentile ranking (based on a group mean) considerably over a short time period. It is suggested that involvement in the summer Early Start program was a major cause for the increases in percentile rankings.

Parent involvement in education was also a program objective. To increase interest and involvement, the teachers and social service workers visited the children's homes to talk with the parents. The twelve preschool teachers averaged around 25 hours spent in home visitation. The length of the visits varied greatly with the purpose for contacting the parents. Visits ranged from ten minutes to two hours. Totally, the teachers made about 500 parent contacts, either in person or by telephone. In addition, the social service workers made over 200 parent contacts, mainly for purposes of recruitment and enrollment.

## RECOMMENDATIONS

The Title I funded Early Start preschool program successfully met its stated program objectives and is recommended for continuation.

SS 02.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# NEGLECTED CHILDREN'S PROGRAM

# SUMMER 1976

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Terry E. Moore, Research Assistant
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# NEGLECTED CHILDREN'S PROGRAM
# SUMMER 1976

## SUMMARY

Pupils residing in three homes for neglected children, Phyllis Wheatley Children's Home, Youthville Group Home, and Wichita Children's Home, participated in the 1976 summer program. Mathematics and reading instruction were emphasized. Crafts and cultural development activities were also program components. A total of 79 children, ranging in grade level from preschool through high school, participated in the program over the course of the six week session. Eight teachers and two instructional aides were employed by the program. Eight aides funded through SPEDY provided additional assistance. Teacher evaluations of pupil progress indicated that the majority of children made "very little" or "slight" improvement in mathematics skills and "slight" improvement in reading skills. Evaluating pupil progress in the acquisition of reading and mathematics skills was complicated by the high rate of pupil turnover.

## ACTIVITY CONTEXT

The provisions of ESEA Title I as amended by P.L. 89-750 included projects designed to meet the special educational needs of children residing in institutions for neglected and delinquent children. The neglected children's program began during the 1966-67 school year as part of a joint program for both neglected and delinquent children. The program was designed to provide educational, supportive, and cultural enrichment services. In addition to the mathematics and reading classes, the program offered a wide range of activities including music, art, physical education, and counseling and medical services. In 1968, the component programs for neglected children and delinquent children were separated. Presently, the neglected children's program emphasizes tutorial instruction in reading and mathematics, although crafts and cultural enrichment activities also play an important role in the summer program.

## PROGRAM DESCRIPTION

### Scope

Seventy-nine children from three local institutions were involved in the summer program. They ranged in grade from preschool through the twelfth grade. The main objective of the program was to provide the children with additional tutorial instruction in reading and mathematics.

## Personnel

The program employed a total of ten persons: five reading teachers, two mathematics teachers, one preschool teacher, and two instructional aides. The instructors spent 18 hours per week teaching in the summer program. The instructional aides spent three hours every morning and three hours each Tuesday and Wednesday afternoon assisting the teachers. The Title I Parent Coordinator provided inkind services as the Program Director. Additionally, eight youth funded through Special Programs for Economically Disadvantaged Youth (SPEDY) served as aides.

## Procedures

This report covers the 1976 summer school session from June 14, 1976 through July 23, 1976. The program for neglected children was conducted in three local residential institutions: Phyllis Wheatley Children's Home, Youthville Group Home, and Wichita Children's Home. Instructors were assigned to the homes in the following manner:

| | |
|---|---|
| Phyllis Wheatley Children's Home | 2 reading teachers<br>1 mathematics teacher |
| Youthville Group Home | 1 secondary teacher (reading and mathematics) |
| Wichita Children's Home | 2 reading teachers<br>1 mathematics teacher<br>1 preschool teacher |

An orientation meeting was conducted by the Title I Parent Coordinator for all teachers and aides prior to the beginning of summer school.

## Activities

Instruction in reading and mathematics was the major program activity. Tutoring was conducted both on a one-to-one basis and in small groups. The pupils were grouped on the basis of either ability level or age level. The teacher-pupil ratio ranged from 1:1 to around 1:7 depending upon the class. The addition of Title I and SPEDY instructional aides contributed to the small teacher-pupil ratio.

Class schedules for reading and mathematics were different for each institution. At the Wichita Children's Home, classes were held for 20 to 30 minutes. Four or five pupils were grouped according to ability level to form each class.

At Phyllis Wheatley Children's Home, the schedule for reading teachers generally took the following format:

| | |
|---|---|
| 9:00 - 10:00 | Special Projects |
| 10:00 - 11:00 | Reading Games |
| 11:00 - 11:30 | Silent Reading |
| 11:30 - 12:00 | Dramatics - Bicentennial Play |

The schedule for mathematics classes was dependent upon the reading classes; the mathematics teacher usually worked with free groups between schedules. In mathematics, the first hour was generally spent with primary pupils, the second hour with intermediate pupils, and a half-hour with secondary pupils. The last half-hour of the morning was spent jointly with reading teachers in the production of the Bicentennial Play.

Classes in crafts, dramatics, and cooking were also included in the summer program. Although class activities varied with the institution, some of the crafts included finger painting, blow painting, producing a Bicentennial play, cooking, weaving, and making scrapbooks of newspaper clippings, African masks, Bicentennial eagles, pipe cleaner animals, Mother Goose mobiles, string art and macrame designs, and playdough sculptures.

At Youthville Group Home, two days per week were spent playing instructional games, reading books, crocheting, cooking, etc. The remaining three days were spent on field trips. Most of the trips were designed to further either career study or cultural enrichment.

Children at both Youthville Group Home and Phyllis Wheatley Children's Home took field trips during the summer session and visited the following places:

Sedgwick County Courthouse
Mid-Continent Airport
Mid-America All-Indian Center
Wichita Art Museum
Ulrich Museum of Art, W.S.U.
Friends University Art Museum
Southwestern Bell Telephone
Wichita Eagle/Beacon
McConnell AFB Bowling Alley
Sedgwick County Zoo
Riverside Park

Instructional Materials and Equipment

Each teacher used his/her choice of curriculum materials. Both teacher-made and commercial materials were used to develop the pupils' language arts and mathematics skills. The most frequently used materials and equipment appear below:

Bug Ya
Fish Pond
Winning Touch
Musical Multiplication
Open Highways
From Plays into Reading
Teen Talk
Chillers and Thrillers
Bill Martin Freedom Kit
Daily newspaper
Task cards
Paperback books
Recipes
Teletrainer

Budget

| | | |
|---|---|---|
| **A. SALARIES** | | |
| 5 Reading Teachers | | |
| 2 Math Teachers | | |
| 1 Preschool Teacher | $ 5,880 | |
| 2 Instructional Aides | 615 | |
| Orientation | 180 | |
| | | $ 6,675 |
| **B. CONTRACTED SERVICES** | | |
| Pupil Transportation on Field Trips | $ 240 | |
| | | 240 |
| **C. OTHER EXPENSES** | | |
| Supplies | $ 900 | |
| Field Trip Lunches | 288 | |
| Auto Allowance (small group trips) | 175 | |
| | | 1,363 |
| TOTAL | | $ 8,278 |

Based on the total enrollment of 79 participants, the per pupil cost of this activity was $104.78. Based on the full-time equivalent number of 42 participants, the per pupil expenditure was $197.10.

## EVALUATION

The three main performance objectives appear below:

* During the summer school term, the pupils in grades 1-12 will show progress in reading, as observed by the reading instructor.

* During the summer school term, the pupils in grades 1-12 will show progress in mathematics, as observed by the mathematics instructor.

* By the end of the summer school term, the preschool children will achieve posttest scores greater than pretest, as measured by the Cooperative Preschool Inventory.

A total of 79 children from the three institutions participated in the program at some time during the summer session. Thirty-seven participants were males and 42 participants were females. Twenty-five participants were black and 44 were white; racial designation was not recorded for ten pupils. The children ranged in grade level from preschool through grade twelve.

Due to the high rate of pupil turnover, the average daily attendance was only 42 pupils. Attendance figures appear in Table SS 02.1.

TABLE SS 02.1

ATTENDANCE
NEGLECTED CHILDREN'S PROGRAM, SUMMER 1976

| Institution | Pupil Days Possible | Pupil Days Attended | Percent Attendance | Total Pupils | F.T.E. |
|---|---|---|---|---|---|
| Youthville | 203 | 60 | 30% | 7 | 2 |
| Phyllis Wheatley | 667 | 296 | 44% | 23 | 10 |
| Wichita Children's (1-12) | 899 | 607 | 68% | 31 | 21 |
| Preschool | 522 | 260 | 50% | 18 | 9 |
| TOTALS | 2291 | 1223 | 53% | 79 | 42 |

Figures are based on a summer school period of 29 days.

Most of the non-attendance was due to pupils entering the summer session late and/or withdrawing early.

Although the program's evaluation design involved pre and posttesting of preschool children with the Preschool Inventory, this procedure was found to be impractical. Following initial unsuccessful attempts to administer the Preschool Inventory, the teacher was asked to evaluate each child at the end of the program by means of a written subjective evaluation. Ten of the 18 preschool children were participating in the program at the close of the summer school term. A few of these children were described as timid, shy, and reluctant to join in group activities. Some eventually became more confident and group-oriented. The preschool teacher stated that she was pleased with the accomplishments of the class and felt that the children had enjoyed the program.

Teacher evaluations of pupil progress were recorded on standard forms for pupils in reading and mathematics, grades one through twelve. For both mathematics and reading, pupil progress was evaluated in several basic skill areas. Each pupil was evaluated in only those skill areas appropriate to his/her ability level.

For each mathematics skill area, the majority of pupils were evaluated as having made "very little if any improvement" or "slight improvement". Only a small number of pupils were judged by teachers to have made "much improvement".

Pupil evaluations in reading skills were slightly higher than those for mathematics. The majority of pupils were judged to have made "slight improvement" in each reading skills category. A greater percent of participants were evaluated as making "moderate improvement" in reading skills than in

mathematics skills. However, the percent of participants rating "very little" improvement was still greater than those rating "much improvement".

Evaluations of reading and mathematics skills appear in summary form in Tables SS 02.2 and SS 02.3 respecti ely.

TABLE SS 02.2

SUMMARY OF READING SKILLS EVALUATIONS
NEGLECTED CHILDREN'S PROGRAM, SUMMER 1976

| Skill Areas | Very Little If Any Improvement | | Slight Improvement | | Moderate Improvement | | Much Improvement | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Dictionary Skills | 7 | 17 | 25 | 60 | 7 | 17 | 3 | 7 |
| Word Meaning | 6 | 14 | 26 | 62 | 10 | 24 | - | |
| Comprehension | 7 | 17 | 24 | 57 | 10 | 24 | 1 | 2 |
| Sight Words | 7 | 17 | 24 | 57 | 10 | 24 | 1 | 2 |
| Phonetic Analysis | 7 | 17 | 25 | 60 | 10 | 24 | - | |
| Structural Analysis | 7 | 17 | 25 | 60 | 10 | 24 | - | |

Percents may not sum to 100 due to rounding.

TABLE SS 02.3

SUMMARY OF MATHEMATICS SKILLS EVALUATIONS
NEGLECTED CHILDREN'S PROGRAM, SUMMER 1976

| Skill Areas | Very Little If Any Improvement | | Slight Improvement | | Moderate Improvement | | Much Improvement | |
|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % |
| Comprehension of Numeration System | 13 | 54 | 8 | 33 | 3 | 13 | - | |
| Basic Addition/ Subtraction | 14 | 50 | 11 | 39 | 2 | 7 | 1 | 4 |
| Basic Multiplication/ Division | 14 | 42 | 14 | 42 | 4 | 12 | 1 | 3 |
| Concepts/Operations with Fractions/ Decimals | 15 | 52 | 9 | 31 | 5 | 17 | - | |
| Measures/Calculations for Lengths/Areas Volumes | 1 | 100 | - | | - | | - | |
| Algebraic Concepts/ Operations | 1 | 100 | - | | - | | - | |

Percents may not sum to 100 due to rounding.

## RECOMMENDATIONS

Some participants met the stated performance objectives. However, many other participants showed very little progress in the development of reading and mathematics skills. Noticeable improvement was difficult to obtain in a six week period. The high rate of pupil mobility contributed to the difficulty in formulating an adequate evaluation of the program. Judging from teacher responses, the greatest sense of accomplishment came from participation in crafts activities and cultural enrichment field trips. It is recommended that the summer program be continued, but that greater emphasis be placed on activities which provide social interaction and cultural enrichment.

SS 03.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# PROGRAM FOR THE DELINQUENT

# SUMMER 1976

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# PROGRAM FOR THE DELINQUENT
# SUMMER 1976

## SUMMARY

This six week program was designed to provide reading and mathematics instruction to those boys who were at Lake Afton Boys Ranch during the summer. Twenty-four boys were enrolled at sometime during the term. The 12 boys who were in attendance two or more weeks were evaluated on a checklist completed by the teacher. Ninety-one percent of the ratings in reading indicate "moderate" or "much" improvement. In mathematics, 86 percent of the ratings were "moderate" or "much" improvement. This program fills a need for summer instruction at Lake Afton Boys Ranch. It should be continued.

## ACTIVITY CONTEXT

The program at Lake Afton Boys Ranch is a detention facility administered by the Sedgwick County Juvenile Court. Programs for delinquents were developed in 1967 at Lake Afton and Friendly Gables. Friendly Gables is no longer in operation. The program at Lake Afton in operation each summer primarily is an extension of the regular year instruction in reading and mathematics.

## PROGRAM DESCRIPTION

### Scope

This 29 day summer program had 24 participants ranging in age from 12 to 16 years of age. These participants were assigned to the Ranch by the Juvenile Court. The objective of the program was to provide reading and mathematics instruction to residents of the institution.

### Procedures

Classes were in session from nine until noon, and from one to three p.m. The reading program included individual work in phonics books, reading workbooks, and "read aloud sessions." The System 80 program, SRA Reading Lab, and the SRA Junior Reading for Understanding Lab were among the materials used. Individual charts for the SRA Rate Builder were posted. Dictionary work received emphasis.

In mathematics the System 80 and McCormick-Mathers Mathematics Lab were used. Work at the chalk board was also a part of the learning activities. Problem solving questions were given to the boys so they could apply their mathematical skills.

Budget

The budget for this program was $1393. This included $1015 teacher's salary, $250 for supplies, and $128 teacher travel allowance from the city limits to the Ranch. Based on an enrollment of 24 pupils, the cost per pupil was $58.04.

## EVALUATION

The objective of the program was to improve the reading and mathematics skills of the boys in the program. The teacher completed a reading and mathematics check-list for each pupil who was in the program two or more weeks. The summary of these evaluations is given in Tables SS 03.1 and SS 03.2.

TABLE SS 03.1

SUMMARY OF INDIVIDUAL READING
EVALUATION CHECK-LISTS
LAKE AFTON BOYS RANCH
SUMMER 1976

| N=12 | READING IMPROVEMENT | | | |
|---|---|---|---|---|
| | Very Little | Slight | Moderate | Much |
| Dictionary Skills | -- | -- | 33% | 67% |
| Word Meaning | -- | 17% | 58% | 25% |
| Comprehension | -- | 17% | 50% | 33% |
| Sight Words | -- | 8% | 58% | 33% |
| Phonetic Analysis | -- | 8% | 67% | 25% |
| Structural Analysis | -- | 8% | 67% | 25% |
| TOTAL | -- | 10% | 56% | 35% |

TABLE SS 03.2

SUMMARY OF INDIVIDUAL MATHEMATICS
EVALUATION CHECK-LISTS
LAKE AFTON BOYS RANCH
SUMMER 1976

| N=12 | MATHEMATICS IMPROVEMENT | | | |
|---|---|---|---|---|
| | Very Little | Slight | Moderate | Much |
| Comprehension of Numeration System | -- | -- | 25% | 75% |
| Basic Addition/ Subtraction | -- | -- | 33% | 67% |
| Basic Multiplication/ Division | -- | 8% | 50% | 42% |
| Concepts/Operations with Fractions/ Decimals | -- | 27% | 36% | 36% |
| Measures/Calculations for Lengths/Areas/ Volumes | -- | 36% | 36% | 27% |
| TOTAL | -- | 14% | 36% | 50% |

From Tables SS 03.1 and SS 03.2 it is apparent that most pupils made "moderate" to "much" improvement in reading and mathematics. The greatest improvement in the reading area was in dictionary skills where 67 percent of the 12 participants who were evaluated made "much" improvement.

In mathematics, 75 percent of the pupils made "much" improvement in "Comprehension of the Numeration System." Sixty-seven percent made "much" improvement in basic addition and subtraction.

Since most pupils were rated as having made "moderate" or "much" improvement, the objective of the program was met.

RECOMMENDATIONS

This program meets a definite need for summer instruction at the Lake Afton Boys Ranch. It appears to continue to be a successful program, therefore it should be continued.

SS 03.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# TUITION SCHOLARSHIP PROGRAM

# SUMMER 1976

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Terry E. Moore, Research Assistant
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# TUITION SCHOLARSHIPS

## SUMMARY

Title I funds provided the summer school tuition and fees for pupils attending 14 summer school centers. Although the pupils attended a wide variety of summer school courses, enrollment in either basic reading or mathematics was a prerequisite for also receiving grants for other courses. Excluding grants for reading and mathematics programs, a total of 2031 grants were awarded to educationally disadvantaged elementary pupils who were eligible for Title I assistance. The response to the program was greater than the previous year's. Poor attendance was the biggest detriment to the program. The pupils' attendance percentage ranged among the various courses from 47 percent to 96 percent. The program was recommended for continuation contingent upon the institution of a policy regarding pupil attendance.

## ACTIVITY CONTEXT

Title I of ESEA has funded tuition scholarships for summer school classes since 1966. Over the years, the program has held several names: Opportunity Grants, Tuition Scholarships, and Summer School Scholarships. The basic purpose of the program, however, has remained the same. By providing Title I pupils with the financial means to enroll in summer school classes, the program has enabled the pupils to continue their development of basic skills through the summer months. Tuition scholarships have also allowed pupils to enroll in classes that are not available during the regular term. Since the summer of 1974, the program has excluded scholarships at the secondary level.

## PROGRAM DESCRIPTION

### Scope

A total of 4341 tuition grants, ranging in value from ten dollars to fifty dollars, were awarded to 2065 pupils residing in Title I areas and attending 14 summer school centers. With the exception of Early Start (preschool) and the programs for neglected and delinquent children, Title I summer school activities were contracted to the Wichita Board of Education. Title I pupils, except in the above programs, were given tuition grants to attend summer school. Although basic reading and mathematics programs were contracted, they are evaluated in separate reports. Participation and attendance data in this report cover only the 2031 grants awarded for enrichment courses and exclude data from basic reading and mathematics programs.

The goals of the program were (1) to provide an opportunity for the reinforcement of basic skills, (2) to foster a continuation of educational development for children who might otherwise regress academically during the summer months, and (3) to promote a variety of other summer experiences for Title I target area children.

Personnel

The Title I Summer School Principal was responsible for allocating tuition scholarships and collecting data. Elementary school principals granted tuition scholarships at the building level.

Procedures

Prior to the end of the regular term, elementary school teachers submitted to the principals, the names of pupils who would benefit from the summer school experience. Of the pupils identified as having an educational need, those eligible for Title I services were offered summer school tuition scholarships. Enrollment forms were sent home to the parents for signatures and returned to the elementary schools. The amount of the tuition scholarships awarded each participant varied with the number of courses taken and the per-hour cost of each course. Each participant receiving a scholarship was required to enroll in a basic reading or mathematics course. Enrollment in other summer courses was optional.

Budget

The revised program budget totaled $98,000.

## EVALUATION

Participation figures for basic reading and mathematics courses appear in separate reports.

A summary of Title I participation figures for all other summer school courses appears in Table SS 04.1. Slightly more boys participated than girls. Participation was fairly evenly distributed across grade levels. Nearly half of the participants were white; over forty percent were black. A total of 2031 tuition scholarships were awarded for the courses listed in this report.

Table SS 04.2 lists summer school courses having enrollments greater than ten, in rank order according to attendance percentages. Classes with less than ten participants appear alphabetically at the bottom of the table. The number of participants enrolled in each class is also listed. All courses were not offered at all summer school centers. Some courses, e.g., EMH and Speech Therapy were designed for a select group of participants. Upon visual inspection, it appears that the average participant grade level did not affect the course attendance percentages, i.e., in general, courses enrolling children in the primary grades had no higher attendance rates than did courses enrolling children in the intermediate grades and vice versa. Attendance rates ranged from 47 percent in Spanish courses to 96 percent in Enrichment Reading and Journalism and Public Speaking classes.

TABLE SS 04.1
TITLE I FUNDED PARTICIPATION
SUMMER SCHOOL 1976

| Program | Sex | | Grade | | | | | | | | | Race* | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | Pre K | K | 1 | 2 | 3 | 4 | 5 | 6 | Ungr | 1 | 2 | 3 | 4 | 5 |
| Arts & Crafts | 336 | 331 | | 25 | 167 | 131 | 129 | 84 | 84 | 46 | 1 | 365 | 12 | 242 | 44 | 4 |
| Career Education | 7 | 13 | | | 5 | 5 | 7 | | 1 | 2 | | 15 | | 5 | | |
| EMH | 8 | 6 | | | | | | | | | 14 | 5 | | 9 | | |
| Enrichment Reading | 1 | | | | | | | | | 1 | | 1 | | | | |
| Instrumental Music | 40 | 39 | | 17 | 6 | 7 | 31 | 9 | 5 | 4 | | 56 | | 19 | 3 | 1 |
| Journalism and Public Speaking | | 2 | | | | 1 | | | 1 | | | | | 2 | | |
| Lab Science | 15 | 19 | | 5 | 1 | 6 | 9 | 7 | 4 | 2 | | 21 | | 13 | | |
| MAD-PE** | 64 | 43 | | 3 | 30 | 20 | 17 | 17 | 7 | 13 | | 17 | 26 | 63 | 1 | |
| Needlework/First Aid | 6 | 15 | | | | 2 | 1 | 6 | 5 | 6 | 1 | 9 | | 11 | 1 | |
| Perceptual Develop. | 4 | 1 | | 3 | 1 | | | | 1 | | | 5 | | | | |
| Physical Education | 219 | 183 | | 30 | 75 | 41 | 90 | 56 | 69 | 38 | 3 | 162 | 5 | 208 | 20 | 7 |
| Post Kindergarten | 157 | 123 | 1 | 275 | 4 | | | | | | | 138 | 16 | 107 | 18 | 1 |
| Preschool | 1 | | 1 | | | | | | | | | 1 | | | | |
| Primary Story Time | 13 | 12 | | 17 | 6 | 2 | | | | | | 12 | | 13 | | |
| Spanish | 12 | 10 | | | | 2 | 2 | 6 | 8 | 4 | | 2 | | 20 | | |
| Speech Therapy | 41 | 32 | 8 | 14 | 19 | 12 | 5 | 6 | 1 | 4 | 4 | 54 | 2 | 12 | 4 | 1 |
| Summer Theater | 6 | 12 | | | | | | 8 | 6 | 3 | | 5 | | 8 | 5 | |
| Typing I | 81 | 130 | | | 2 | 2 | 5 | 49 | 95 | 57 | 1 | 101 | 6 | 88 | 12 | 4 |
| Woodworking | 21 | 5 | | | 1 | | 2 | 11 | 6 | 6 | | 19 | | 7 | | |
| World Travel | 9 | 14 | | | | | | 7 | 7 | 6 | 3 | 3 | 4 | 16 | | |
| TOTALS | 1041 | 990 | 10 | 389 | 317 | 231 | 299 | 266 | 300 | 192 | 27 | 991 | 71 | 843 | 108 | 18 |
| Percent | 51.3 | 48.7 | 0.5 | 19.2 | 15.6 | 11.4 | 14.7 | 13.1 | 14.8 | 9.5 | 1.3 | 48.8 | 3.5 | 41.5 | 5.3 | 0.9 |

* Race Key: 1=Caucasian; 2=Asian American; 3=Black; 4=Spanish Mexican; 5=American Indian
** MAD-PE (Music, Art, Drama - Physical Education combination course)

TABLE SS 04.2

TITLE 1 PUPIL ATTENDANCE
SUMMER SCHOOL 1976

| Program | Enrollment | Attendance Percentage |
|---|---|---|
| Primary Story Time | 25 | 83.09 |
| Needlework/First Aid | 21 | 76.03 |
| Speech Therapy | 73 | 75.15 |
| Music, Art, Drama - P.E. | 107 | 74.75 |
| World Travel | 23 | 74.04 |
| Post-Kindergarten | 280 | 71.20 |
| Summer Theater | 18 | 70.78 |
| Arts & Crafts | 667 | 70.00 |
| Typing I | 211 | 65.14 |
| Lab Science | 34 | 64.48 |
| EMH | 14 | 64.08 |
| P.E. Activities | 402 | 63.86 |
| Career Education | 20 | 62.78 |
| Woodworking | 26 | 59.62 |
| Instrumental Music | 79 | 59.55 |
| Spanish | 32 | 46.91 |
| Enrichment Reading | 1 | 96.00 |
| Journalism & Public Speaking | 2 | 96.30 |
| Perceptual Development | 5 | 91.85 |
| Preschool | 1 | 85.18 |
| TOTAL | 2031 | |

RECOMMENDATIONS

The tuition program can be commended for supporting a wide variety of courses and for providing the Title I pupils with an educational atmosphere during the summer. A large number of scholarships were accepted. However, attendance was generally disappointing. The program is recommended for continuation with the suggestion that a policy be instituted which ensures that scholarships will not be wasted on participants who exhibit poor attendance in the summer session.

SS 05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# BASIC PRIMARY AND CORRECTIVE READING

# PROGRAM

# SUMMER 1976

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# BASIC PRIMARY AND CORRECTIVE READING
# SUMMER 1976

## SUMMARY

The Basic Primary summer program was designed primarily for first and second grade students who needed extended time to develop basic reading skills. Corrective Reading was designed for pupils in grades three through six who were below grade level and had the ability to profit from a Corrective Reading program.

Title I tuition grants were provided to 1,279 pupils to take these reading classes. Individual pupil progress was evaluated by teachers using an evaluation check-list. Results indicate that 39 to 44 percent of the ratings were in the "slight improvement" category. Approximately one-fourth were rated "very little improvement," one fourth "moderate improvement" and the remainder (four to six percent) were rated as making "much improvement."

The program appeared to be successful. However, continued efforts should be made to improve the 72 percent attendance.

## ACTIVITY CONTEXT

Summer reading programs began in 1967 with tuition grants to Title I pupils to attend regular summer classes in Corrective Reading. Basic Primary and Corrective Reading classes were organized as Title I classes from Summer 1968 through Summer 1974. In the summers of 1975 and 1976 tuition grants were again given to Title I pupils to attend regular Board of Education sponsored summer reading classes.

## PROGRAM DESCRIPTION

### Scope

One thousand two hundred seventy-nine Title I pupils participated in the summer reading program. The primary goal was to improve the reading ability of the pupils through activities in a correlated language arts program which included reading, listening, speaking, and writing. Teachers were expected to emphasize and encourage "fun reading." Literature appreciation was also emphasized.

### Personnel

Two program coordinators worked in these two programs. The coordinators' duties included conducting an orientation workshop, distributing supplies,

assisting individual teachers, and sharing ideas. The Director of Reading for the Wichita Public Schools had the overall responsibility for the program. Teachers were employed through the regular Board of Education procedures and paid with B.O.E. funds. The Coordinators and Director were were also paid with B.O.E. funds.

Procedures

This report covers the six-week summer session. Title I pupils attend classes which were in ten Title I schools and four non-Title I schools. A two-hour orientation session for teachers was held at the beginning of the summer session.

A curriculum guide, Fundamental Reading, gave teachers direction and and suggestions for a variety of activities. Teachers were urged to organize their classrooms into learning centers.

The teachers usually made an early assessment of students' reading skills using either the Dolch Sight Word List or the San Diego Quick Assessment. The Optional Reading Readiness Checklist, Visual Skills--Likenesses and Difference, and the Single Initial Consonant Sound Test were used in some cases to assess readiness levels.

The curriculum guide contained 24 games and a list of 34 activities. The activities used most frequently were:

1. Games for vocabulary development
2. Read to the children each day
3. Crossword puzzles for individual use
4. Visited individually with pupils about a book, a story, or a poem
5. Film and filmstrips from the Instructional Materials Center
6. Followed-up on field trips with creative language experiences

The games used most frequently were:

1. ABC Order
2. Mr. Long and Mrs. Short
3. Compound Bingo
4. Blends Race
5. Comics
6. Root Words and Endings

The most frequently used instructional equipment was the tape recorder record player, filmstrip projector, and overhead projector.

The total amount given in tuition grants for Basic Primary and Corrective Reading was $41,300.

## EVALUATION

The primary objective of both Basic Primary and Corrective Reading was to improve the reading ability of the participants. The emphasis was on

improving skills in word recognition and comprehension.

The six reading skill areas evaluated were:

1. Dictionary skills
2. Word meaning
3. Comprehension
4. Sight words
5. Phonetic analysis
6. Structural analysis

One thousand two hundred seventy-nine pupils were in the summer reading program. A summary of participation by grade, race, and sex is reported in Table SS 05.1.

The rate of attendance was 72 percent. The average number of days attended per pupil was 19.3 of a possible 27. Mechanics of collecting data made it necessary to use 27 total days in computing attendance statistics rather than the actual 29 days.

Student evaluation forms were submitted by teachers for individual pupils. Table SS 05.2 gives the summary results of these evaluations. The results show that 39 to 44 percent of the ratings on the six skill areas were in the "slight improvement" category. Approximately one-fourth were rated "very little improvement," one-fourth were rated as making "moderate improvement," and the remainder (four to six percent) were rated as making "much improvement."

Teachers reported 62 home calls, 152 parent contacts at school, and 308 parent contacts by note or telephone.

The use of learning centers in each classroom was encouraged by program supervisors. Thirty percent of the teachers reported the centers were "very successful," 56 percent reported them to be "successful," 11 percent "somewhat successful," and two percent reported them as being "generally unsuccessful."

## RECOMMENDATIONS

The program appeared to be generally successful. However, continued efforts should be made to improve attendance.

TABLE SS 05.1

PARTICIPATION STATISTICS
TITLE I BASIC PRIMARY AND CORRECTIVE READING
SUMMER 1976

| Summer School Center | Sex | | Grade | | | | | | | | | Race* | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | EMH | K | 1 | 2 | 3 | 4 | 5 | 6 | UNK | 1 | 2 | 3 | 4 | 5 | UNK | |
| Adams | 59 | 70 | | | 31 | 25 | 29 | 19 | 14 | 10 | 1 | 5 | 0 | 122 | 1 | 0 | 1 | 129 |
| Cloud | 121 | 105 | 1 | | 66 | 58 | 36 | 26 | 29 | 10 | | 45 | 0 | 156 | 25 | 0 | 0 | 226 |
| Dodge | 23 | 20 | | 2 | 18 | 6 | 4 | 4 | 5 | 4 | | 30 | 9 | 3 | 1 | 0 | 0 | 43 |
| Franklin | 43 | 32 | | | 20 | 13 | 14 | 7 | 14 | 7 | | 48 | 1 | 19 | 5 | 2 | 0 | 75 |
| Funston | 38 | 33 | | | 13 | 18 | 13 | 9 | 12 | 6 | | 67 | 0 | 3 | 1 | 0 | 0 | 71 |
| Garrison | 27 | 19 | | | 19 | 6 | 7 | 4 | 6 | 4 | | 3 | 0 | 43 | 2 | 0 | 0 | 46 |
| Harry St. | 81 | 71 | | | 36 | 35 | 27 | 24 | 17 | 13 | | 104 | 1 | 40 | 7 | 0 | 0 | 152 |
| Kellogg | 34 | 22 | 1 | | 20 | 6 | 10 | 6 | 7 | 6 | | 27 | 0 | 25 | 2 | 2 | 0 | 56 |
| MacArthur | 31 | 37 | 13 | | 15 | 9 | 12 | 7 | 10 | 2 | | 36 | 4 | 22 | 6 | 0 | 0 | 68 |
| Park | 40 | 48 | | | 28 | 15 | 19 | 13 | 5 | 8 | | 49 | 0 | 30 | 8 | 1 | 0 | 88 |
| Rogers | 33 | 28 | | | 21 | 12 | 17 | 5 | 2 | 4 | | 37 | 0 | 17 | 4 | 3 | 0 | 61 |
| Washington | 103 | 82 | | 6 | 33 | 33 | 18 | 57 | 4 | 27 | 7 | 28 | 30 | 125 | 2 | 0 | 0 | 185 |
| Wilson | 14 | 15 | | | 5 | 3 | 9 | 2 | 8 | 2 | | 13 | 0 | 16 | 0 | 0 | 0 | 29 |
| Woodman | 33 | 17 | | | 12 | 12 | 8 | 5 | 9 | 4 | | 41 | 0 | 5 | 4 | 0 | 0 | 50 |
| Total | 680 | 599 | 15 | 8 | 337 | 251 | 223 | 188 | 142 | 107 | 8 | 533 | 45 | 626 | 66 | 8 | 1 | 1279 |
| Percent | 53.2 | 46.8 | 1.2 | 0.6 | 26.4 | 19.6 | 17.4 | 14.7 | 11.1 | 8.4 | 0.6 | 41.7 | 3.5 | 48.9 | 5.2 | 0.6 | 0.1 | |

*Race Key: 1=Caucasian; 2=Asian American; 3=Black; 4=Spanish Mexican; 5=American Indian

TABLE SS 05.2

INDIVIDUAL EVALUATION FORMS
SUMMARY RESULTS
TITLE I READING
SUMMER 1976

| Reading Skill Areas | Students Showing Very Little If Any Improvement | | Students Showing Slight Improvement | | Students Showing Moderate Improvement | | Students Showing Much Improvement | | Total* |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | |
| Dictionary Skills | 170 | 29 | 251 | 43 | 144 | 24 | 24 | 4 | 589 |
| Word Meaning | 238 | 24 | 427 | 44 | 260 | 27 | 53 | 5 | 978 |
| Comprehension | 277 | 26 | 463 | 43 | 266 | 25 | 66 | 6 | 1072 |
| Sight Words | 266 | 24 | 442 | 40 | 306 | 28 | 94 | 8 | 1108 |
| Phonetic Analysis | 295 | 28 | 424 | 40 | 288 | 27 | 64 | 6 | 1071 |
| Structural Analysis | 259 | 29 | 342 | 39 | 227 | 26 | 53 | 6 | 881 |
| TOTAL RATINGS | 1505 | 26 | 2349 | 41 | 1491 | 26 | 354 | 6 | 5699 |

* Totals are unequal as students were not rated in each skill area.

SS 06.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Alvin E. Morris, Superintendent

# A REPORT OF THE

# ELEMENTARY MATHEMATICS PROGRAM

# SUMMER 1976

Funded by ESEA PL 93-380
Title I
Project 76030

Prepared by
Terry E. Moore, Research Assistant
Gerald R. Riley, Research Specialist
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director

August, 1976

# ELEMENTARY MATHEMATICS
# SUMMER 1976

## SUMMARY

The summer Elementary Mathematics Program was an extension of the regular term mathematics program. Pupils who were identified as deficient in mathematics skills and who attended Title I schools were eligible for participation in the program. A total of 1,031 pupils having completed grades K-6 participated in the 1976 summer school program. Classes were conducted in fourteen summer school centers by 68 teachers.

Challenging the pupil with interesting experiences and strengthening the pupil's mathematical skills were the major objectives of the program. The classroom teacher evaluated each pupil's progress in one or more of six basic skill areas. Analysis of the evaluation forms indicated that the majority of participants showed "slight" to "moderate" improvement in five of the six skill areas. Many teachers stated that regular attendance was directly related to improved performance.

## ACTIVITY CONTEXT

The Elementary Mathematics Program has been conducted during summer school sessions since the summer of 1973. The program is an extension of the regular term Title I mathematics program, which began in 1970-71 under the name, Primary Mathematics Program. Prior to 1970-71, a survey of scores on the Iowa Tests of Basic Skills had indicated that pupils attending Title I schools had a definite need for compensatory mathematics instruction. Subsequently, the five most critical computation skills were identified: addition facts, subtraction facts, multiplication facts, division facts, and place value and regrouping concepts. A diagnostic test was developed relative to these basic skills. Prescriptions were then written using the Primary Mathematics Program as the source of activities. Later, an Intermediate Mathematics Program was added to serve pupils in the upper elementary grades. Presently, the two programs are consolidated and all levels of instruction operate under the name, Elementary Mathematics Program. For the past two summers, the program has contracted its administration to the Wichita public school system in order to provide greater centralization of administration and program uniformity.

## PROGRAM DESCRIPTION

### Scope

A total of 1,031 pupils in grades K-6 were funded through Title I participate in the summer mathematics program. Title I participants attended classes in 14 summer school centers throughout the city.

The major objectives of the program were to challenge the pupil with interesting experiences and to strengthen the pupil's mathematical skills and experiences.

## Personnel

Sixty-eight instructors taught Elementary Mathematics to Title I pupils during the summer session. These teachers met the same professional qualifications required of full-time instructors during the regular school term. The teachers were responsible for providing mathematics instruction, maintaining records of attendance, and recording pupil progress in basic mathematics skills. A number of teachers taught more than one mathematics class per day.

## Procedures

This report covers the six week summer school session, beginning June 14, 1976, and ending July 23, 1976. Title I pupils attended Elementary Mathematics classes in the following fourteen summer school centers: Adams, Cloud, Dodge, Franklin, Funston, Garrison, Harry Street, Kellogg, MacArthur, Park, Rogers, Washington, Wilson, and Woodman.

A preservice workshop was held for the teachers on June 10, 1976. The workshop was designed to orient the teachers to the Elementary Mathematics Program, suggest classroom materials and methods, and distribute a diagnostic test to aid individualized instruction. The workshop was conducted by the Title I Mathematics Consultants and was attended by approximately 45 elementary teachers.

## Activity

The instructional format varied with each teacher. Most of the teachers grouped the pupils on the basis of ability or interest in the different skill areas. Nearly all of the teachers administered a diagnostic test to initially determine deficiencies in concept development. The teachers frequently used a skills checklist to trace pupil progress. The reinforcement of basic computational skills was emphasized. The time in class was usually divided into periods of individual study and periods of group activities. Short periods and a variety of activities sustained the pupils' interest. A typical classroom schedule might take the following format:

| | |
|---|---|
| 10-15 min. | The teacher introduces the concept or activity. |
| 15-20 min. | The pupils work individually on worksheets. |
| 10-15 min. | After completing the worksheet, each pupil goes to one of several skills centers to join in a mathematics game or puzzle. |
| 15-20 min. | The entire class participates in culminating activities, such as a mathematics game or a mathematics art project. |

Some summer classes took field trips which provided the pupils the opportunity of seeing people using mathematics skills on the job. Trips to the fire station, a grocery store, and a pizza restaurant gave the pupils a view of the practical value of mathematics.

Instructional Equipment and Supplies

The Elementary Mathematics Program urged teachers to employ a diversity of materials in the instructional process. In this program, manipulative materials were instrumental in the teaching of mathematics concepts; they helped the pupil visualize relationships when he/she was unable to comprehend them on an abstract level. Below is a brief list of the imaginative and economical materials which may be found in the mathematics classroom:

| | | |
|---|---|---|
| abacus | darts | pegboards |
| beads | dice | pizza rounds |
| beans | dominoes | play money |
| blocks | egg cartons | poker chips |
| bottlecaps | flannel board | popsicle sticks |
| buttons | flashcards | pretzels |
| candy | fraction discs | quiet counters |
| canning lids | geo-boards | rulers |
| chips | hand calculators | set rings |
| clock | macaroni | straws |
| counting frames | magnetic board | toothpicks |
| cuisenaire rods | measuring cups | |

Mathematical games also played a major role in the Elementary Mathematics Program. Both commercial and teacher-made games were used. Some of the more frequently played games are listed below:

| | | |
|---|---|---|
| Quizmo | Big Ten | Bug Ya |
| Jaws | Could Be | Pokeno |
| Concentration | Kung Fu | Card and Dice Turn Down |
| Pink Panther | Jeopardy | Space Race |
| Charlie Brown | Rummy | High Rollers |
| Challenge | Right on the Nose | Pay the Banker |
| Junior Executive | Shake-a-Fact | |

## EVALUATION

The following were the two major objectives of the summer Elementary Mathematics Program:

1) Challenge the child with interesting experiences, and
2) Strengthen the child's mathematical skills.

Pupils identified by classroom teachers during the regular term were invited to participate in the summer program. These were pupils who were eligible for Title I services and who had shown the greatest need for additional mathematics instruction.

An analysis of participants by school, sex, grade, and race appears in Table SS 06.1. A total of 1,031 pupils participated in the program. Attendance figures appear in Table SS 06.2.

TABLE SS 06.1

PARTICIPATION STATISTICS
TITLE I ELEMENTARY MATHEMATICS
SUMMER 1976

| School | Sex | | Grade | | | | | | | | Race * | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | M | F | K | 1 | 2 | 3 | 4 | 5 | 6 | NA** | 1 | 2 | 3 | 4 | 5 | NA** | |
| Adams | 49 | 59 | | 12 | 17 | 29 | 18 | 22 | 9 | 1 | 3 | 1 | 102 | 1 | 1 | 1 | 108 |
| Cloud | 62 | 54 | | 18 | 16 | 27 | 20 | 24 | 11 | | 14 | 1 | 85 | 16 | | | 116 |
| Dodge | 9 | 15 | | 4 | | 4 | 3 | 11 | 2 | | 19 | | 5 | | | | 24 |
| Franklin | 33 | 33 | | 10 | 11 | 13 | 10 | 15 | 7 | | 46 | | 16 | 3 | 1 | | 66 |
| Funston | 48 | 40 | | 24 | 18 | 16 | 11 | 12 | 7 | | 82 | | 4 | 1 | 1 | | 88 |
| Garrison | 30 | 22 | | 10 | 11 | 6 | 4 | 11 | 10 | | 1 | | 51 | | | | 52 |
| Harry Street | 83 | 75 | | 30 | 29 | 28 | 28 | 24 | 19 | | 111 | 2 | 37 | 8 | | | 158 |
| Kellogg | 14 | 23 | | 3 | 5 | 6 | 5 | 14 | 4 | | 11 | | 25 | 1 | | | 37 |
| MacArthur | 23 | 22 | | 6 | 10 | 8 | 8 | 8 | 5 | | 22 | 1 | 17 | 4 | 1 | | 45 |
| Park | 28 | 34 | | 16 | 9 | 14 | 11 | 8 | 4 | | 33 | 3 | 21 | 5 | | | 62 |
| Rogers | 20 | 22 | | | 10 | 10 | 8 | 7 | 7 | | 31 | | 10 | 1 | | | 42 |
| Washington | 84 | 80 | 6 | 32 | 37 | 17 | 26 | 31 | 15 | | 31 | 19 | 112 | 2 | | | 164 |
| Wilson | 9 | 9 | | 4 | 2 | 2 | 2 | 8 | | | 7 | | 11 | | | | 18 |
| Woodman | 34 | 17 | | 13 | 10 | 9 | 6 | 9 | 4 | | 44 | | 4 | 3 | | | 51 |
| TOTALS | 526 | 505 | 6 | 182 | 185 | 189 | 160 | 204 | 104 | 1 | 455 | 27 | 500 | 45 | 3 | 1 | 1031 |
| PERCENTS | 51.0 | 49.0 | .6 | 17.7 | 17.9 | 18.3 | 15.5 | 19.8 | 10.1 | .1 | 44.1 | 2.6 | 48.5 | 4.4 | .3 | .1 | |

* Race Key: 1=Caucasian; 2=Asian American; 3=Black, 4=Spanish Mexican; 5=American Indian

**Data not reported

TABLE SS 06.2

PUPIL ATTENDANCE*
TITLE I ELEMENTARY MATHEMATICS
SUMMER 1976

| | |
|---|---|
| Total Pupils | 1,031 |
| Full Time Equivalent | 726 |
| Total Possible Days | 27,809 |
| Total Days Attended | 19,589 |
| Ave. Days Attended Per Pupil | 19 |
| Attendance Percentage | 70.45 |

*Figures are based on an attendance period of 27 days.

Responses to a teacher questionnaire indicated that pupil progress in the program was directly related to attendance. Those pupils who attended classes regularly made greater progress in the acquisition of basic mathematics skills than did those whose attendance was poor or sporadic.

The teacher evaluated each pupil in skill areas relevant to the pupil's ability level; most pupils were evaluated on improvement in Comprehension of Numeration System, Basic Addition/Subtraction, and Basic Multiplication/Division. In five of the six skill areas, the majority of pupils were judged as having made "slight" or "moderate" improvement by the close of the summer session. A small number of pupils were evaluated in the most advanced skill area, Algebraic Concepts and Operations. Over half of those pupils were judged as having made "very little if any improvement". Numbers and percents of pupils falling into each evaluation category are summarized in Table SS 06.3.

TABLE SS 06.3

SUMMARY OF STUDENT EVALUATIONS*
GRADES K-6
TITLE I ELEMENTARY MATHEMATICS
SUMMER 1976

| Math Skill Areas | Students Showing Very Little If Any Improvement | | Students Showing Slight Improvement | | Students Showing Moderate Improvement | | Students Showing Much Improvement | | Totals |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | N | % | N | % | N | % | |
| Comprehension of Numeration System | 220 | 26 | 340 | 40 | 225 | 26 | 68 | 8 | 853 |
| Basic Addition/ Subtraction | 189 | 20 | 335 | 35.5 | 307 | 32.5 | 111 | 12 | 942 |
| Basic Multiplication/ Division | 190 | 27 | 251 | 36 | 200 | 29 | 55 | 8 | 696 |
| Concepts/Operations with Fractions/ Decimals | 85 | 35 | 89 | 37 | 58 | 24 | 8 | 3 | 240 |
| Measures/Calculations for Lengths/Areas/ Volumes | 27 | 22 | 37 | 30 | 43 | 35 | 16 | 13 | 123 |
| Algebraic Concepts/ Operations | 35 | 56 | 28 | 44 | -- | -- | -- | -- | 63 |

*Percents may not sum to 100 due to rounding.
Totals are unequal as not all students were evaluated in every skill area.

In response to a locally developed teacher questionnaire, nearly all teachers indicated that most of their pupils had made progress in correcting their mathematical concept deficiencies. As stated previously, many teachers felt that regular attendance at the summer sessions was directly related to improvement in skills. Some questioned whether improvement would be long-lasting due to the short duration of summer school. Opinions varied as to the optional time period for classes. Many teachers indicated that one hour did not provide enough time, but that two hours was too long for a class period, especially for younger pupils who generally have shorter attention spans. One teacher suggested breaking up a two-hour mathematics class with an hour of crafts or athletics, during which pupils could enjoy a change of activity.

## RECOMMENDATIONS

The Title I Elementary Mathematics Program met the objective of strengthening mathematics skills for a majority of the participants. Since pupil progress appears to be related to attendance, it is logical that only pupils who attend classes regularly can benefit fully from the program. It is recommended that class size be kept small and that the awarding of tuition shcolarships to Title I pupils be contingent upon their maintaining regular attendance in the summer session.